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ABSTRACT

The purpose of this guide is to provide assistance for home economics teachers in gaining insight in working with mildly disabled students as individuals and as members of a mainstreamed class. Preceding the four major parts of this document are descriptions of the following related elements: characteristics of eighth and ninth grade students and provisions for their needs (including typical mild mentally and/or physically disabled learners); adult skills for living; group learning centers and group learning center teaching modules. The objectives, generalizations, and basic concepts of the learning center teaching module presented in this document are outlined in part 1. Two major plans for developing a learning center teaching module on the topic of consumer education are presented in part 2. (The plans are designed to be included in either a foods or clothing unit appropriate for an eighth or ninth grade mainstreamed class.) Each plan includes an overview of the use of learning centers, directions for using learning centers, a guide for learning center activities, and tips for classroom management. Part 3 contains the student materials needed for group learning centers, and part 4 contains the materials needed by the teacher. (A related document, CE 016 746, reports the research and development of this guide.) (BM)

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GROUP LEARNING CENTERS

Illustrated for Home Economics

A Strategy for Use in Classes Mainstreaming Disabled Students

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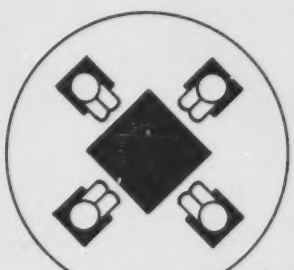

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FOREWORD

The group learning center teaching modules and supporting materials presented here are based on a study, "Procedures for Teaching Skills for Living in Classes Where Mildly Handicapped Pupils are Integrated with Non-handicapped Pupils," conducted by the Home Economics Education Department at Iowa State University. The study was funded by the Career Education Division, Iowa Department of Public Instruction. The research bases for these materials and the procedures followed in their development may be obtained from the final report of this project available from the Career Education Division, Iowa Department of Public Instruction.

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
CHARACTERISTICS OF LEARNERS	3
Characteristics of 8th, 9th Grade Students	3
Provisions for Needs	7
SKILLS FOR LIVING	9
GROUP LEARNING CENTERS	12
GROUP LEARNING CENTER TEACHING MODULES	15
TEACHING MODULE - PART 1	16
Objectives and Generalizations	16
Concepts to be Acquired	17
TEACHING MODULE - PART 2	20
Plan 1	20
Overview of use of learning centers	20
Directions for using learning centers	21
Guide for learning center activities	22
Tips for classroom management	32
Plan 2	33
Overview of use of learning centers	33
Directions for using learning centers	34
Guide for learning center activities	35
Tips for classroom management	54
TEACHING MODULE - PART 3	55
Student Materials for Group Learning Centers	55
Objective A	57
Objective B	81
Objective C	125
Objective D	163
TEACHING MODULE - PART 4	185
Materials for the Teacher	185
SELECTED BIBLIOGRAPHY	199

INTRODJCTION

Home economics educators are concerned, as is the trend in all education today, in the development of the student as a total person. Emphasis is being placed on the importance of social experiences within the classroom which contribute to the growth and development of the whole child. Because many disabled children have been isolated in separate classrooms, they have had limited opportunities to develop the social skills necessary to function in our complex society.

Due to recent federal legislation increasing numbers of disabled students are being integrated into regular classrooms. This movement to include physically and/or mentally disabled students in regular classes is referred to as mainstreaming or integration. The definition of mainstreaming accepted for the development of materials in this guide was:

> Mainstreaming consists of providing a meaningful learning environment in a least restrictive setting for students of a range of potentials and limitations, including those with disabilities, that nurtures growth as individuals and group members.

Home economics classes are often mainstreamed. While the teachers are willing to work with disabled students, many have had little experience with or knowledge of exceptional children as a group.

The purpose of this guide is to provide assistance for home economics teachers in gaining insight in working with mildly disabled students as individuals and as members of a mainstreamed class.

An illustration of one teaching/learning strategy, based on group learning centers, is developed for use in a mainstreamed home economics classroom. When integrating students of varying abilities within a common classroom,

group learning centers provide a setting for social experiences which promote the acquisition of social skills. Through the planned activities included in the centers, provisions can be made to meet the educational needs of all students--the typical, the mildly mentally disabled and/or the mildly physically disabled. The use of learning centers facilitates providing meaningful hands on activities in a nonlaboratory setting.

The group learning center teaching module presented in this guide is appropriate for an 8th or 9th grade mainstreamed class which includes girls and/or boys. The topic of consumer education--the consumer has the right to know--is used for the focus of the module which is designed to be included in either a foods or clothing unit. The teaching module can provide guidance for the home economics teacher in developing group learning centers in other subject matter areas.

The first half of this guide is organized to present pertinent background information on the characteristics of 8th and 9th grade students--the typical, the mildly physically disabled and the mildly mentally disabled. A brief discussion is included of skills for living and those competencies which can be acquired by adolescents. In conclusion the use of group learning centers is more fully examined.

The second half of the guide is devoted to the group learning center teaching module, which includes two separate plans for the use of learning centers. Included in the teaching module are teacher directions for implementing each plan and a complete listing of student materials necessary to set up the learning centers. Many of these materials are provided for duplication; others are fully described to facilitate their collection.

CHARACTERISTICS OF LEARNERS

A mainstreamed home economics class is composed of students from three different groups: the typical, the mildly mentally disabled and/or the mildly physically disabled. The teacher, working with these three groups within a common classroom, is likely to be more successful if she has a clear picture of each group, keeping in mind that there are as many or more similarities between groups as there are differences. The characteristics of these three groups and the characteristics common between groups are provided below.

Following the listings of characteristics are the provisions made in the learning center activities designed for this guide to meet the needs of the three groups in a mainstreamed class.

Characteristics of 8th, 9th Grade Students

A. <u>Characteristics Found in All Groups of 8th and 9th Grade Students</u>

Certain characteristics are generally true of 8th and 9th graders as a group. Individually, they may show wide variations in relation to any one characteristic.

Conforms to peer standards and behavior.

Emulates behavior of older or prestigious models.

Is easily influenced or swayed by ideas, beliefs, and tastes of others.

Tends to be intolerant and critical of self and others, exaggerates imperfections.

Tests his/her control and influence over others, sometimes cruelly.

Enjoys group activity and friendships, tending to form somewhat exclusive groups.

Is very sensitive to criticism, rejection, inadequacies, and failure: unsure of himself/herself.

Is establishing own identity and independence.

Displays behaviors that are erratic and unpredictable; tends to go to extremes.

May spend much time "daydreaming."

Is competitive and highly motivated by tangible reward and/or praise.

Is concerned about sexuality and reproduction and his/her own masculinity or femininity.

May worry about concerns over which he/she has little or no control.

Alternates between extremes of energy and fatigue.

Tends to have poor posture and clumsy, awkward movements.

May voice a wide variety of physical complaints.

May be careless and negligent about nutrition, rest, and health practices.

Is active, noisy, and boisterous.

Is subject to wide mood variations and lacks emotional control.

Is highly self conscious and feels himself/herself to be "on display."

May be preoccupied with his/her own appearance and dress.

Needs to feel included.

Engages in incidental learning.

Places high priority upon status and approval from peers.

B. Characteristics Found in the Typical Student

There were no characteristics found only in the typical student which were not shared by the physically and/or mentally disabled student.

C. Characteristics Found in Students with Mental Disabilities

As was true for 8th and 9th grade students as

individuals, 8th and 9th grade mentally disabled students exhibit wide variations from individual to individual. However, the following characteristics are more likely to be found in the mentally disabled as a group than in the general population.

Has learning curve similar but much slower than the normal child.

Lags behind classmates 1-1/2 to 3 years in basic skills.

Develops at 1/2 - 3/4 the rate of the average child.

Performs better in oral than written testing situations.

Is limited in generalizing ability.

Transfers concrete learnings with help.

Retains knowledge that has been overlearned.

Possesses limited powers of self-evaluation.

Limited ability to use power of concentration for long periods of time.

Is primarily concerned with the "here and now."

Lacks inner motivation; is outer motivated.

Is limited in judgement and decision making ability.

Does not find repetitious or monotonous tasks distasteful.

D. Characteristics Found in Students with Physical Disabilities

Wide individual variations are found in the physically disabled. As a group, however, they are likely to exhibit the following characteristics.

Has personal appearance that may indicate some physical limitation.

Feels rejected by peers when judged by physical appearance.

May or may not accept own disability, and possible appearance, as permanent.

May be overly rejecting or overly demanding of help from others.

Has difficulty in establishing ones self as an adult; difficult to attain society's "signs of maturity":
...marriage-parenthood
...economic independence
...independent living

May be stronger or weaker physically than he/she appears to be.

E. Commonalities Among Typical and Physically Disabled Students

Is developing a sense of social consciousness; may strongly espouse a 'cause'.

May be very persistent in learning skills.

Can conceptualize and reason abstractly and can use abstract rules and generalizations to solve problems.

Is capable of considering various ways of solving a problem, can examine the probable consequences of possible alternatives, and can take responsibility for the outcomes of own decisions.

Delights in personal discovery of truths and inconsistencies.

May be acutely sensitive to injustice and to right or wrong.

Tends to view right or wrong as absolutes.

Is within the "normal" range of intellectual ability.

F. Commonalities Among Typical and Mildly Mentally Disabled Students

May not be physically as strong as he/she may appear to be.

Normal physical appearance with wide variations.

G. Commonalities Among Mildly Mentally Disabled and Physically Disabled Students

May lag behind normal children in motor development (both gross and fine).

Has low tolerance for frustration.

May withdraw from activity in classroom, or may exhibit aggressive behavior.

Lacks self-confidence.

May be lagging in social development.

May become passive - resistive by refusing to participate actively within the class, and then may engage in surreptitious disruptive behavior.

Can become an obtrusive behavior problem whose acting out, hyperactivity and extreme distractibility disrupt the activities of the rest of the class.

May have a poor self image.

Provisions for Needs

The characteristics found in the three groups of learners--typical, mildly mentally and/or physically disabled students--were used as a guide in developing learning center activities which would meet the needs of and be meaningful to each of the three types of students working together in heterogeneous groups within the same classroom. Considering the similarities and differences of the characteristics among these three groups of students, activities were designed which would:

1) encourage tutorial help from peers.
2) provide ways to involve teacher aids and resource teachers.
3) involve actual "hands-on" objects to give emphasis to concrete rather than abstract experiences.
4) furnish "hands-on" objects commonly found in the student's home environment.
5) use a wide variety of short meaningful activities calling for direct participation to accommodate short attention span and need for short term goals. Present new concepts in more than one way to contribute to greater retention.
6) reinforce concepts from learning center to learning center to encourage "overlearning" of concepts.
7) provide visuals, a variety of posters with brief information and large bold print, and illustrations from magazines and newspapers.

8) provide items on tests which include visuals and illustrations; require simple marking of answers.

9) use case studies to relate activities in classroom to everyday experiences.

10) encourage participation by all in making group decisions.

11) furnish tapes for low-level readers or nonreaders, or for those with visual disabilities.

12) encourage decision-making through optional activities (Plan 1), and offer opportunity to choose according to individual abilities and interests.

13) include group and individual activity sheets calling for responses by "checking" rather than writing.

14) place emphasis upon oral and visual activity rather than reading or writing.

15) use materials highly structured and accompanied by brief and concise yet specific directions.

SKILLS FOR LIVING

Skills for living needed by adults to function as effective individuals, family members, and members of society, grew out of a study of general education and special education goals. A comparison of the two types of goals revealed that the needs of the disabled were similar to those of all individuals. During adolescence competencies can be achieved which lead to the development of these skills for living as the adolescent matures. The subject matter of home economics provides many opportunities for the adolescent student to participate in activities which contribute to the acquisition of these competencies.

The adult skills for living are presented below with the corresponding competencies for adolescents listed at the side. An asterisk indicates the competencies to which the activities illustrated in the learning center teaching module in this guide contribute.

Skills for Living

Adulthood	Early Adolescence
1. Maintain a state of physical and psychological well being	a. Apply principles of nutrition in the selection of food consumed b. Follow sanitary procedures and safety practices in the environment c. Accept responsibility for establishing regular routines that contribute to a healthy body d. Be aware of health services available to a teen-ager
2. Identify personal values and philosophy	a. Clarify personal values to guide behavior and make choices b. Identify short and long term goals

Skills (continued)

3. Develop one's own potential	*a. Accept self as a worthy individual b. Accept one's own femininity or masculinity c. Recognize one's strengths and weaknesses d. Develop an awareness of the significance of continuous self-improvement
4. Respect and get along with people with whom one works and lives	a. Be aware of the interdependence of youth and parents or guardians b. Comprehend qualities needed for living effectively with family members and others
5. Use knowledge and acquire attitudes basic to a satisfying family life	a. Comprehend what contributes to a satisfying family life b. Realize there are commonalities among families and yet each family is unique
6. Communicate ideas, verbally and nonverbally	*a. Communicate ideas, verbally and nonverbally
7. Select and participate in leisure time activities that provide self-satisfaction	a. Explore and become involved in a variety of leisure time activities
8. Appreciate culture and beauty in various forms	a. Be willing to take advantage of opportunities to explore beauty and culture in a variety of forms
9. Earn a living	a. Explore the satisfactions of earning money b. Comprehend the reciprocal responsibilities of the employer and employee c. Explore possible directions of career choice
10. Manage one's money and other resources	*a. Be aware of personal resources in addition to money b. Develop skills in relation to management of money, time and energy

Skills (continued)

11. Use skills of critical thinking in examining and using information and in problem-solving	*a. Identify alternative solutions to problems and recognize possible outcomes of each solution b. Accept the consequences of their decisions *c. Decide when information is reliable
12. Adjust to changes in personal life, family life, and society	a. Recognize that change is part of life *b. Realize that continuing education throughout the life time is a way of coping with change
13. Adjust to forces of nature and understand the physical environment	a. Realize that man is subject to the forces of nature b. Realize the limitations of resources in our physical environment and personal obligation for conservation
14. Accept civic responsibility as a participating member of the community, state, and nation	*a. Accept the necessity for laws and law enforcement b. Use community facilities with care c. Accept the responsibility for being a contributing member of school and/or community activities

GROUP LEARNING CENTERS

The definition of home economics learning centers which guided the development of the teaching module for learning centers is:

> Home economics learning centers are teaching/learning environments established either within or outside the classroom for the purpose of assisting small groups of learners, working either individually or as a group, to achieve one or more specified educational objectives. Each center contains the necessary instructional aids to be used in the accomplishments of the objective(s).

Group learning centers, used within the home economics classroom, facilitate instruction for students of a range of intellectual abilities in a mainstreamed class situation because they:

1. Encourage all students to develop social skills through small group interaction.
2. Encourage involvement of all students. Mentally disabled students are much more likely to participate actively in small groups than in large groups.
3. Provide opportunity for individualized instruction to meet the educational needs and goals of all students through group rather than independent study. Reinforcement or enrichment activities can be offered as needed.
4. Free the teacher during the class period to give personalized help to students as needed as the learning center activities are self-directed.
5. Provide opportunity for tutorial help as needed, either by peers, resource teachers, or para professionals.
6. Encourage the teacher to provide meaningful "hands on" activities for areas that may be primarily academic in nature.

7. Help the nondisabled student gain greater appreciation for the disabled individual as a person with needs and differing abilities, as they work closely together to accomplish a common objective.
8. Contribute to the acquisition of skills for living competencies--communicating ideas, verbally and nonverbally, respecting and getting along with people with whom one works and lives, and accepting oneself as a worthy individual.

A model of the functioning of this instructional strategy is below:

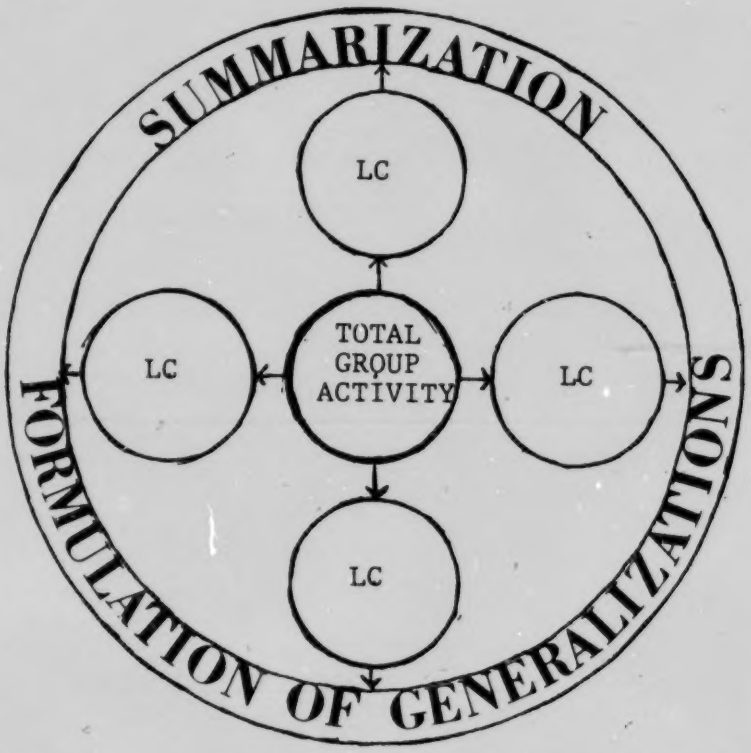

Figure 1. Model of learning center (functioning)

The total group activity is directed by the teacher for introduction; group activities are completed in the learning centers to achieve one or more educational objec-

tives, and the total class (lead by the teacher or groups) summarizes and formulates generalizations.

Because grouping students is an integral part of the learning center strategy, selective criteria were established to guide the teacher in dividing a mainstreamed class into learning center groups. These criteria were:

1. group size - minimum 3 students
   maximum 5 students
2. academic ability - heterogeneously grouped
3. social compatibility - student preferences among classmates

GROUP LEARNING CENTER TEACHING MODULES

CONSUMER EDUCATION -- The consumer has the right to know

Provisions are made to include the module as part of either a food or clothing unit

Part 1 - Objectives, Generalizations, Concepts
These materials are the same for both plans

Part 2 - Plan 1 -- Plan 2
Each contains:
- Overview of the plan
- Directions for using learning centers
- Guide for learning center activities
- Tips for classroom management

Part 3 - Student materials for group learning centers
Organized by objectives

Part 4 - Materials for the teacher

TEACHING MODULE - PART 1

Objectives and Generalizations

Theme: The consumer has the right to know

Objectives and Generalizations:

Objective A: The student will be better able to identify sources of consumer information.

Possible generalizations:

1) Labels, hang-tags, user pamphlets, and packaging of products usually provide consumer information.

2) Current consumer information may be found in articles and advertisements in magazines and newspapers.

3) Government agencies, business and professional groups, and private nonprofit organizations are all possible sources of consumer information.

Objective B: The student will be better able to analyze consumer information for completeness and reliability.

Possible generalizations:

1) Reliable consumer information is true and unbiased.

2) Sources of consumer information vary in the completeness of information they provide.

3) Because manufacturers want to sell their product(s), their advertising may be biased.

Objective C: The student will be better able to recognize that federal laws regulate product labeling so that consumer knows what he/she is buying.

Possible generalizations:

Clothing

1) Labels on fabrics and garments are required by law to include percent of each fiber used in order of predominance.

2) Law requires that care instructions be attached to all garments and given with all fabrics.

Food

1) Labels on food are required by law to clearly name the product, give the weight, amount of contents, manufacturers name and address, and list all ingredients for most foods.
2) Law requires specific nutrition information to be given on labels of foods that have been fortified, or for which special nutritional claims are made by the manufacturer.
3) Meat and poultry products must have a federal inspection symbol.

Objective D: The student will be better able to identify how advertising appeals to consumers to sell products.

Possible generalizations:

1) Advertising may primarily present facts about the product.
2) Advertisements appeal to consumers by picturing products attractively.
3) Advertising may use emotional appeals to sell products.

Concepts to be Acquired

Concepts taken from the generalizations associated with each objective have been grouped into three categories. In both plans the teacher concepts are specifically those the teacher needs to introduce or have introduced to the class as a whole before the students go into the learning centers. Any of these concepts may be omitted if the class has acquired them previously and the teacher thinks that it is not necessary to repeat them. A suggested description of the teacher concepts appears on pages 187-188.

Activities are provided in the learning centers for the student concepts, to encourage the students to internalize the concepts.

Reinforced concepts are those recurring from one objective to another.

Objective A:

Teacher Concepts:	Student Concepts:	Reinforced Concepts:
consumer	hang-tags	sources of consumer information
consumer information	labels	hang-tags
current consumer information	user pamphlets	labels
sources of consumer information	packaging of products	advertising
user pamphlet	articles-magazines, newspapers	
	advertisements-magazines, newspapers	
	sources of consumer information: government agencies	
	business-professional groups	
	private nonprofit organizations	

Objective B:

Teacher Concepts:	Student Concepts:	Reinforced Concepts:
reliable	reliable consumer information--true & unbiased	advertising
true, unbiased	biased advertising	sources of consumer information
biased	product advertising	

Objective C:

Teacher Concepts:	Student Concepts:	Reinforced Concepts:
labels	Clothing:	labels
federal laws	fiber content	consumer
percentage	care instructions	
consumer	Foods:	
poultry	nutrition label information	
fortified foods	federal inspection symbol (meat & poultry)	
special nutritional claims		
ingredients		
meat & poultry prod.		

Objective D:

Teacher Concepts:	Students Concepts:	Reinforced Concepts:
emotional appeals	emotional appeals	consumer
picturing attractively	factual advertisements	advertising
expiration date	picturing attractively	factual advertisements

TEACHING MODULE - PART 2

Plan 1

Overview of use of learning centers

There are four learning centers in the classroom. Each learning center is devoted to group activities associated with the accomplishment of one of the four module objectives. A group is assigned to each learning center. After completing the activities in one center, each group rotates to the next center, and continues this rotation until all students have the opportunity to work on all objectives. (The membership of the groups does not change.)

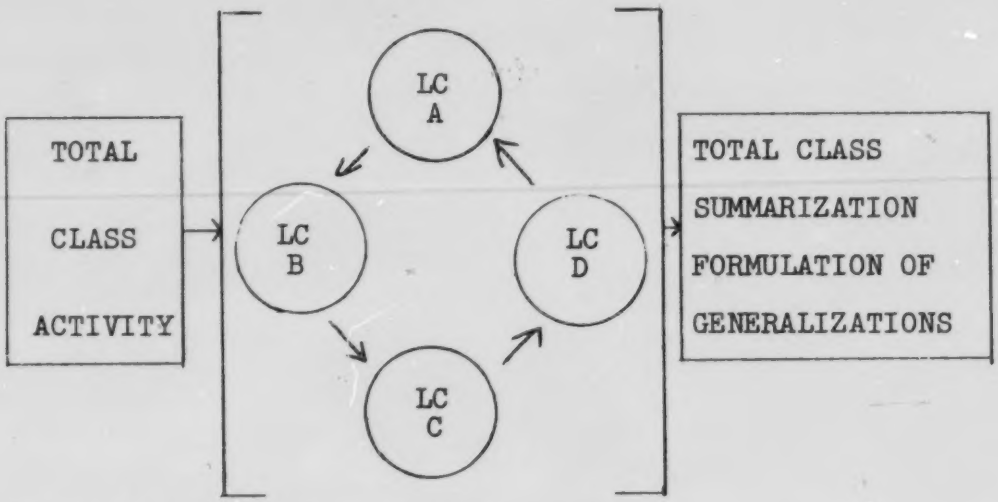

Figure 2. Plan 1 flow chart

A total class activity precedes the learning center activity for introduction and follows at the end for summarization. All materials necessary to complete all of the activities in a learning center are contained in that center.

Directions for using learning centers

During the total group activity at the beginning of the module the teacher needs to:

1) introduce to the class the way they will function in group learning centers. (Suggested information appears p. 186.

*2) divide the class into groups following these criteria:

   a) group size - minimum 3 students
      maximum 5 students

   b) academic ability - heterogeneously grouped

   c) social compatibility - student preferences among classmates

3) present a short introduction to--

   a) arouse interest in consumer information

   b) introduce teacher concepts briefly

   (Tapes of the teacher concepts for each objective may be placed in the corresponding learning center, if any group needs to clarify a concept during the rotation among centers, the tape could be played.)

4) assign each group to a specific center to begin the group activities.

After the groups begin to function as a group in the learning centers, because the activities are self-directed, the teacher is free to offer assistance to any group or individual as needed. In addition the groups are to be rotated when the activities are completed by the groups in each center. When rotation occurs the teacher will need

*For classes containing more than 20 students, duplicate learning centers (or) develop another objective.

to replace the consumable materials, i.e., the student directions packet, worksheets and poster boards which have been used and handed in by the previous group in each center. The items which need to be replaced in the learning centers upon rotation are marked "+" in the list of materials needed in the centers in the "Teacher Guide for Learning Center Activities" provided for each objective.

At the conclusion of the rotation period, when each group has completed the activities in each learning center, all groups come together again for total class activity. The teacher again assumes leadership and guides the class in formulation of generalizations and/or summarization. A formal evaluation device could be administered at this time if the teacher desires. (An evaluation device for each area, food and clothing, is included on pages 189-197.)

Guide for learning center activities

On the following pages are presented a "Teacher Guide for Learning Center Activities" for each objective of the module.

In the first column is a complete list of materials needed for each learning center. Items listed followed by a page reference are provided in the section "Student Materials" and can be duplicated by the teacher for use in the learning centers. A description is given of each of the remaining items which the teacher will need to collect. Some of these items are specifically designated for foods or clothing; the advertisements, publications, labels, etc., can be selected by the teacher to contribute to either area chosen.

Column two contains a brief description of the student activities to be accomplished in each learning center and enables the teacher to become quickly acquainted with these

activities. More complete and detailed directions for the activities are provided for the students in the group directions packets placed in each center. (See Teaching Module Part 3.)

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE A (food or clothing) The student will be better able to identify sources of consumer information.

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center A +1 copy Group Directions and Activities A (pp. 58-59) A selection (at least 2 per student) of varied sources of consumer information (either food or clothing) including: hang-tags, labels, packaging, user pamphlets, newspaper and magazine ads, articles from newspapers and magazines +1 copy per student Activity Sheet A (food, p. 68) (clothing, p. 69) +1 copy Case Study B - foods (p. 70) or +1 copy Case Study B - clothing (p. 71) Poster - "Where to get Printed Consumer Information" (p. 74)	The students will locate and follow Group Directions packet, and... 1. Each take one Activity Sheet A and select two sources of information--fill in sheet A according to directions. 2. As a group read Case Study Sheet B (one person read aloud). Following directions on sheet B, with each member of group contributing from the information collected on sheet A, fill out chart on B. Hand in worksheets. 3. Study poster on sources of consumer information. 4. Examine consumer publications to see who publishes them. 5. Complete Activity Sheet "C" with group. 6. Choose a consumer publication to order.

+need to be replaced as groups rotate

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE A (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
Selection of consumer publications from a variety of sources (see suggestions of sources, p. 79) +1 copy Activity Sheet C (p. 78) Poster "Writing for Information" (p. 74) (Copies of sheets used on poster available on pp. 75-77) NOTE: Teacher please write in name and address of representative from your school's district. +Stationery and envelopes (for return also) Letter writing supplies red pencil small coins for change cellophane tape +stamps (for return envelopes also) Teacher decide whether students or school will supply postage.	7. Write a letter to publisher or to a congressman to get chosen publication, using poster as a guide. Hand in All Materials

+need to be replaced as groups rotate

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE B (food or clothing) The student will be better able to analyze consumer information for completeness and reliability.

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center B +1 copy Group Directions and Activities B (pp. 82-91) 1 per student - booklet, "What Kind of Information (pp. 109-114) Tape and tape cassette containing material in booklet above Envelope A - containing 8 numbered items: a mixture of biased and unbiased labels, ads, booklets, hangtags, etc.; and a small envelope containing answer key Poster "How Much Information" (food p. 115) (clothing p. 115) - - - - - - - - - - - FOODS: *1 spaghetti ad (p. 116) *1 apple juice ad (p. 117) 2 strainers 2 bowls + 2 jars spaghetti sauce-- Hunts Ragu *or any current ads available that make a claim or comparison that can be tested in classroom. +need to be replaced as groups rotate	The students will locate and follow Group Directions packet and... 1. All students will read the booklet for background information needed to complete the other activities, and/or listen to tape. 2. As a group, students will determine which items are biased and which are unbiased. They will answer the questions on their group activity sheet. 3. As a group, students will study the poster. Then they will sort an envelope of items into 3 packets--much, some, little information. FOOD 4. As a group, students will try the test as shown in the spaghetti ads. After they have cleaned up, they will answer the questions on the group activity sheet. CLOTHING 4. As a group, students will test the paper towels for absorbency. After they have cleaned up they will answer the questions on the group activity sheet.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE B (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
CLOTHING: 1 copy Bounty ad (p. 118) + 4 brands of paper towels (2 sheets each) Bounty & Hy-Vee, Gala, Generation or any 3 available 4 coffee cups 1 set measuring spoons - - - - - - - - - - + Poster board magic markers scissors tape or paste magazines and newspapers 2 illustrations of biased TV ad, + FOOD: 1 with biased script (p. 120) 1 without script (p. 119) + CLOTHING: 1 with biased script (p. 122) 1 without script (p. 121) + Crossword puzzles (p. 123) + need to be replaced as groups rotate	Optional 5. Students may choose to do any of the optional activities--as they have time. Students (individually or as a group) will find examples of unbiased and biased consumer information. Some may be brought from home. They may make a small poster showing biased and unbiased information. Optional 6. Students (individually or as a group) will decide on an item or product they might like to buy. Then they will look for information about the item. They will keep track of the numbers of sources they used to find out about the product. Optional 7. Students will analyze TV ad and try to decide why it is biased. Then they will rewrite it so it is unbiased. They might like to act it out if there is a quiet corner. Optional 8. Students individually will try to complete crossword puzzles. 9. Students will spend the last 10 min. summarizing what they have learned. Hand in All Materials

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE C (clothing) The student will be better able to recognize that federal laws regulate product labeling so the consumer knows what he/she is buying.

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center C (clothing)	The students will locate and follow Group Directions packet and...
+1 copy Group Directions and Activities C (clothing) (pp. 126-128)	1. Read one of the two reference booklets provided in the learning center and/or listen to tape of lower reading level booklet.
3 booklets - Fabric Labeling Laws (pp. 149-152)	
3 booklets - Look to the Label Cooperative Extension Service, ISU, Pm 733	2. Use information on fabric bolt ends to complete activities with group.
tape and tape cassette of material in Fabric Labeling Laws above	3. &4. Use sets of numbered care labels to complete activities with group, answering questions and filling in correct numbers.
a selection of fabric bolt ends - one marked with red x	
+envelope marked A containing one of each care labels (p. 157)	5. Examine sample garments to find permanently attached care labels. Select 2 garments to use in checking individual sheets B - Care Labels in Garments.
cellophane tape	
one example of each care label (p. 157) individually mounted on numbered cards	6. Compile information from individual check sheets "B" on Group Tally Sheet C.

+need to be replaced as groups rotate

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE C (clothing) (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
selection of sample garments with sewn-in care labels (NOTE: provide garments with a variety of care labels recommending distinctly different types of care and laundry methods. Pin a letter on each garment for identification. Locate this Learning Center where garments can best be displayed.)	7. Using information on Group Tally C, answer questions as a group. 8. Play card game with group.
+1 per student: B-Care Labels in Garments (p. 153)	
+1 per group: Group Tally Sheet C (p.154) with directions (p.154)	
1 "Fiber Rummy" card game (pp. 155-156)	
pencil and paper for scoring	Hand in All Materials

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE C (food) The student will be better able to recognize that federal laws regulate product labeling so the consumer knows what he/she is buying.

Learning Center C (foods)	The students will locate and follow Group Directions packet and...
+1 copy Group Directions and Activities C (foods) (pp. 136-139)	1. Examine poster on information law required on food labels

+need to be replaced as groups rotate

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE C (food) (continued)

Materials Needed in Learning Center	Student Activities - Learning Centers
Poster "Information Required on Food Labels" (p. 158) Envelope marked #1 containing food labels (one per student) Sack marked #2 containing food containers (one per student) such as milk, sour cream, pop, bags which contained chips, etc. 1 per student - booklet on meat inspection (p.161-162) Tape and tape cassette of material in booklet above Labels marked "7" from soup containing meat Labels marked "8" from soup without meat (enough for one per student) Labels marked "9" hang-tags which you find attached to fresh chicken (on wing) 3 booklets - Nutrition Labels (p. 159-160) 3 booklets - Nutrition Labels on Food, Cooperative Extension Serivce, ISU, Pm 597 tape and tape cassette of material in booklet Nutrition Labels above	2. Find the four required things on labels drawn from envelope #1 and sack #2. 3. Share required information found on labels with group. 4. List other information found on labels. 5. Read booklet on meat inspection, and/or play accompanying tape. 6. Compare labels marked "7" and "8", and answer questions. 7. Examine labels marked "9" and answer questions. 8. Read one of the booklets on nutrition labeling, and/or listen to accompanying tape. 9. Use boxes marked #1 and #2 to compare nutritional information and answer questions, and dry measuring cups to visualize size of servings. 10. Use boxes marked #3 and labels marked #4 to compare nutritional information and answer questions. Dried beans or rice will be measured onto plate to show standard servings.

+need to be replaced as groups rotate

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE C (food) (Continued)

Materials Needed in Learning Center	Student Activities - Learning Center
1 per student: Kraft Macaroni & Cheese dinner boxes marked #3 and labels from canned main dish with nutrition label marked #4 1 per student: boxes of pudding marked #1 and gelatin marked #2 1 set dry measuring cups and 1 liquid measuring cup 2 plates small bag dry rice or macaroni, or beans	

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE D (food or clothing) The student will be better able to identify how advertising appeals to consumers to sell products.

Learning Center D +1 copy Group Directions and Activities D (pp. 164-169) 1 each advertising definition cards to stand in center (pp. 180-182) *1 set (3-4) factual ads, marked #1 (see * footnote on next page) 1 Emotional Advertising Sheet #2 (p. 184)	The students will locate and follow Group Directions packet, and... 1. Read definition cards. 2. Look at factual ads #1 and name kinds of facts they find on activity sheet. 3. Check as a group activity sheet #3. 4. Look at emotional advertising page #2 and name each picture.

+need to be replaced as groups rotate

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 1
OBJECTIVE D (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
*1 set ads marked #3 (3 - one having emotional appeal lettered A, B, C) 2 sheets marked X and 0 (each sheet 8 x11 with a picture of a product pasted on it) *1 set (3) attractive appeal ads marked #7 1 set (3) ads marked #9 (each should include a "cents-off" coupon) +1 "Let's Ask Others" sheet for each member of group (p. 183) Colored markers *The ads used for this objective should be selected to illustrate the definitions on the Advertising Definition Cards used in each center. All ads are cut from magazines and newspapers to illustrate focus of unit - food or clothing.	5. Look at the ads marked #3 and discuss and answer the questions in the group activity sheet. 6. Using sheets marked X and 0, design two advertisements on these sheets for the products pictured--one with emotional appeal, the other factual. 7. Place ads marked #7 face down on the table. Read through checksheet. Turn over ads one at a time with each member of group telling first thing noticed on the ad. Mark all answers on the checksheet (one member of group). 8. Discuss and briefly answer questions that follow in the group activity sheet. 9. Look at ads marked #9. Read and answer questions on group activity sheet. 10. Each student take a copy of "Let's Ask Others" and obtain responses overnight. 11. Summarize "Let's Ask Others" on sheet attached to group activity packet. Hand In All Materials

+need to be replaced as groups rotate

Tips for classroom management

1. Place all materials needed for each learning center in a box or plastic dishpan, clearly labeling the box and each item with the letter of the corresponding learning center. Place a box in each center.
2. Ask one member of each group to see that all materials are returned to the box at the end of each period. (As the groups rotate the same illustrative materials will be used four times.)
3. Ask one member of each group to act as group leader to see that the group worksheets are filled out and all members are encouraged to participate. As the groups rotate, also rotate leadership roles so all students have an opportunity to acquire leadership skills.
4. Duplicate the paper supplies for each objective (directions, worksheets) on separate colors for easier identification: for example--Objective A on yellow, Objective B on green, etc.
5. As the groups rotate have fresh consumable supplies ready to restock each learning center. These are indicated with a "+" on the "Teacher Guide".
6. Providing a tape in each learning center of the teacher concepts associated with the specific objective of the center will reduce the number of questions from the students as they rotate.
7. Resource teachers or older students are frequently willing to tape the material in the booklets.
8. The formal evaluation device may be read to a poor or nonreader and the responses marked for him/her.
9. Individual activities, for example the letter writing in Objective A, may be completed in the resource room.

TEACHING MODULE - PART 2

Plan 2

Overview of use of learning centers

There are four learning centers in the classroom. All learning centers are devoted to the same objective; each center contains specific activities directed toward the development of one generalization associated with that objective. A group of students is assigned to each center. As the activities are completed in all learning centers, the groups report (teach-back) to the total class a summary of the activities in each learning center. Not all students have the opportunity to work on all generalizations directly, but have the opportunity to conclude the generalizations as the students from each center report (teach-back) to the total class. This process is repeated for each objective contained in the module.

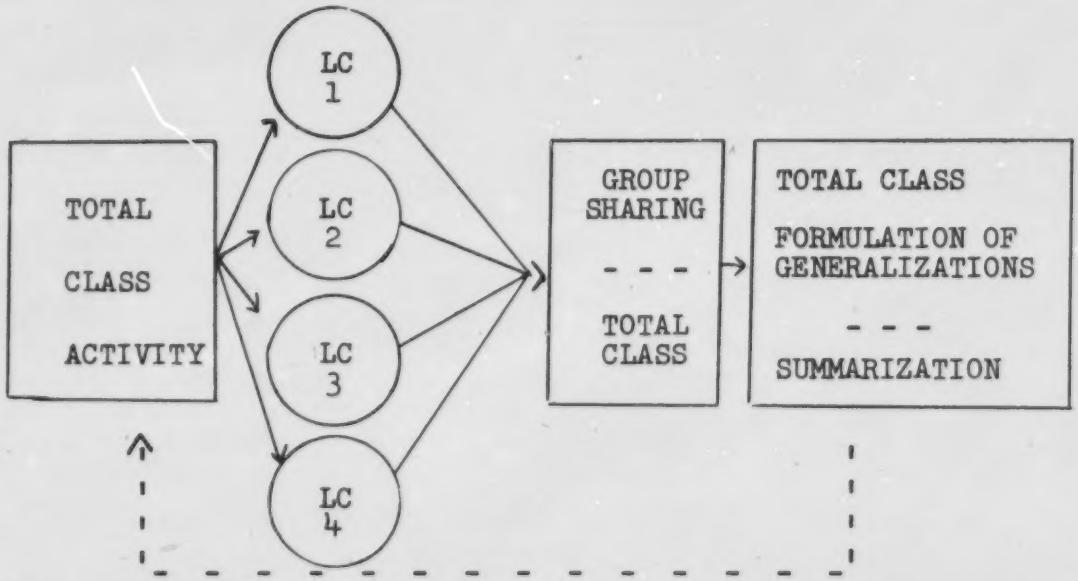

Figure 3. Plan 2 flow chart

A total class activity precedes the learning center activities for introduction and follows at the conclusion for summarization and formulation of generalizations. All materials necessary to complete the activities in a learning center are contained in that center.

Directions for using learning centers

During the total group activity at the beginning of the unit the teacher needs to:

1) introduce to the class the way they will function in group learning centers. (Suggested information appears p. 186.)

*2) divide the class into groups following these criteria:

   a) group size - minimum 3 students
      maximum 5 students

   b) academic ability - heterogeneously grouped

   c) social compatibility - student preferences among classmates

3) present a short introduction to --

   a) arouse interest in consumer information.

   b) introduce teacher concepts associated with Objective A.

4) assign each group to a specific center to begin the activities in that center.

After the students begin to function as a group in the learning centers, because the activities are self-directed, the teacher is free to offer assistance to any group or individual as needed. When the four groups have completed the activities in the individual learning centers, all groups come together for total class activity as all groups report

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*For classes containing more than 20 students, duplicate one learning center (or) develop another generalization for each objective.

(teach-back) a summary of the activities in their learning centers. The teacher may guide the class in summarization at the conclusion of the four group reports.

This process is repeated for each module objective: the teacher introduces to the total class the teacher concepts for an objective, groups complete the activities associated with a specific generalization related to the objective in the learning centers, the total class participates in listening to and giving reports, the teacher guides a summarization.

When the activities have been completed for all four module objectives, a total class activity is guided by the teacher for formulation of generalizations and summarization. A formal evaluation device may be administered at this time if the teacher desires. (An evaluation device for each area, food and clothing, is included on pages 189-197.)

Guide for learning center activities

On the following pages are presented a "Teacher Guide for Learning Center Activities" for each objective in the module.

In the first column is a complete list of materials needed for each learning center. Items listed followed by a page reference are provided in the section "Student Materials" and can be duplicated by the teacher for use in learning centers. A description is given of each of the remaining items which the teacher will need to collect. Some of these items are specifically designated for foods or clothing; the advertisements, publications, labels, etc., can be selected by the teacher to contribute to either area chosen.

Column two contains a brief description of the student activities to be accomplished in each learning center and enables the teacher to become quickly acquainted with these activities. More complete and detailed directions for the activities are provided for the students in the group direction packets placed in each center. (See Teaching Module, Part 3.)

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE A (food or clothing) The student will be better able to identify sources of consumer information.

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center 1-A 1 copy Group Directions and Activities 1-A (pp. 60-62) A selection (at least 2/student) of sources of consumer information (either food/clothing) including: hang-tags, labels, packaging, user pamphlets, newspaper and magazine ads, articles from newspapers and magazines 1 copy/student Activity Sheet A (food p. 68) (clothing p. 69) 1 copy Case Study B - Foods (p. 70) or 1 copy Case Study B - Clothing (p. 71) A copy "Sources of Consumer Information - C" for each student (p. 72)	The students will locate and follow Group Directions packet and... 1. Each take one Activity Sheet A and select 2 sources of information--fill in Sheet A according to directions. 2. As a group read case study - Sheet B - one person read aloud. Following directions on Sheet B, with each member of group contributing from the information collected on sheet A, fill out chart on B. 3. As a group look at the chart on sheet B and answer the question in the Group Activity Sheet. One student write in the answers.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE A (food or clothing) (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
	4. Each take one copy of sheets marked C. Read through sheet to be sure they understand the directions. Each will take the sheet and use before class tomorrow to take a poll on consumer information.
	5. Summarize responses from Sheet C using the summary sheet D in the Group Activity Sheet.
	6. Plan a report for the total class following instructions in the Group Activity Sheet.
	Hand in All Materials
Learning Center 2-A	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 2-A (pp. 63-64) a magazine a newspaper *Activity Sheet A - 1 copy p.73 *Activity Sheet B - 1 copy p.73 scissors 2 poster boards magic markers paste or tape	1. Using magazines and newspapers, fill out Activity Sheets A and B, working in small groups within the learning center. 2. Working as a total group, discuss and briefly answer questions on Group Activity Sheet. One member write in answers. 3. Mount examples found in #1 on poster board and label these (one-newspaper: one-magazine).
*Activity Sheets A & B may need to have items rewritten to suit specific magazine or newspaper	

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE A (food or clothing) (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
2-A	4. Plan a report for the total class including the information from #2 and illustrating with the posters. Hand in All Materials
Learning Center 3-A 1 copy Group Directions and Activities 3-A (pp.64-65) poster - "Where to Get Printed Consumer Information" (p. 74) Selection of consumer publications from a variety of sources (see suggestions of sources p. 79) 1 copy Activity Sheet C (p. 78) available bulletin board space in classroom Materials for preparing bulletin board, pins, yarn, etc.	The students will locate and follow Group Directions packet and... 1. Study poster. 2. Examine consumer publications to see who publishes each. Complete Activity Sheet C with group. 3. Plan and make a bulletin board with group. 4. Assist the group in instructing classmates about where to get printed consumer information using bulletin board made by group. Hand in All Materials
Learning Center 4-A 1 copy Group Directions and Activities 4-A (pp.66-67) Poster - "Where to Get Printed Consumer Information (p. 74) Selection of consumer publications (see suggestions of sources p. 79)	The students will locate and follow Group Directions packet and... 1. Study poster. 2. Examine selection of consumer publications and lists of publications to choose one he/she would like to have.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE A (food or clothing) (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
4-A	
Poster - "Writing for Information" (p. 74)	3. Write a letter to publisher or to congressman to get the publication he/she selected using poster "Writing for Information" as a guide.
Copies of sheets used on poster available on (pp. 75-77)	
NOTE: Teacher please write in name and address from your school's congressional district.	4. Instruct classmates about how to get printed consumer information by mail, using poster.
Stationery and envelopes (for return also)	
Other letter writing supplies red pencils small coins for change cellophane tape stamps (for return envelopes, also)	
Teacher decide whether students or school will supply postage	Hand in All Materials

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE B (food or clothing) The student will be better able to analyze consumer information for completeness and reliability.

Learning Center 1-B	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 1-B (pp. 92-94)	1. All students will read the booklet and/or listen to the tape for background information needed to complete the other activities.
1 per student - booklet, "What Kind of Information" (pp. 109-114)	

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE B (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
1-B	
Tape and tape cassette containing material in booklet above Envelope A - containing 8 numbered items: a mixture of biased and unbiased labels, ads, booklets, hang-tags, etc.--and a small envelope containing answer key magazines and newspapers paste or tape posterboard magic markers	2. As a group, using envelope A, students will determine which items are biased and which are unbiased. They will answer the questions on their group activity sheet. 3. Group will make summary statements concerning what they have learned. 4. As a group, students will find examples of biased and unbiased consumer information. They will make a poster to use as a basis for presenting their information to the rest of the class. Hand in All Materials
Learning Center 2-B	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 2-B (pp. 94-98) 1 per student - booklet, "What Kind of Information" (pp. 109-114) Tape and tape cassette containing material in booklet above Poster - "How Much information" (food p. 115) (clothing p. 115)	1. All students will read the booklet and/or listen to the tape for background information needed to complete the other activities. 2. As a group, students will study the poster. Then they will sort an envelope of items into 3 packets--much, some, little information.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE B (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
2-B	
Envelope B containing (5-8) items: labels, hang-tags, ads, packaging to illustrate varying amounts of information Magazines and newspapers	3. Students (individually or as a group) will decide on an item or product they might like to buy. Then they will look for information about the item. They will keep track of the number of sources they used to find out about the product. 4. As a group, the students will summarize what they have learned. 5. As a group, students will use one item from activity #3 to plan a way to teach what they have learned to the rest of the class, and/or use the poster. Hand in All Materials
Learning Center 3-B (foods)	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 3-B-Foods (pp. 98-101) 1 per student - booklet "What Kind of Information" (pp. 109-114) Tape and tape cassette containing material in booklet above	1. All students will read the booklet and/or listen to the tape for background information needed to complete the other activities. 2. As a group, students will try the test as shown in the spaghetti ad. After they have cleaned up, they will answer the questions on the group activity sheet.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE B (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
3-B (foods) *1 spaghetti ad (p. 116) 2 strainers 2 bowls 2 rubber scrapers 2 jars spaghetti sauce Hunts, Ragu *1 apple juice ad (p. 117) Magazines and newspapers Labels, hang-tags, etc. 1 copy per student - Information Sheet - foods (p. 107) *or any current advertisements available making a claim or comparison that can be tested in classroom.	3. As a group, students will analyze the apple juice ad and answer questions on the group activity sheet. 4. Individually, students will look for 2 examples of consumer information. They will look for statements of facts and decide if they can judge the statements to be true. 5. Students will summarize what they have learned. 6. As a group, students will plan a way to teach what they have learned to the rest of the class. Hand in All Materials
Learning Center 3-B (clothing) 1 copy Group Directions and Activities 3-B-clothing (p. 102-105) 1 per student - booklet "What Kind of Information" (pp. 109-114) Tape and tape cassette containing material in booklet above 1 copy Bounty Ad (p. 118) 4 brands of paper towels (2 sheets each) Bounty & Hy-Vee, Generation, Gala or any 3 available	The students will locate and follow Group Directions packet and... 1. All students will read the booklet and/or listen to the tape for background information needed to complete the activities. 2. As a group, students will test the paper towels for absorbency. After they have cleaned up, they will answer the questions on the group activity sheet.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE B (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
3-B (clothing) 4 coffee cups measuring spoons 1 copy per student - Information Sheet--clothing (p. 107) Magazines, newspapers, labels, hang-tags, etc.	3. Individually, students will look for 2 examples of consumer information. They will look for statements of facts and decide if they can judge the statements to be true. 4. Students will summarize what they have learned. 5. As a group, students will plan a way to teach what they have learned to the rest of the class. Hand in All Materials
Learning Center 4-B 1 copy Group Directions and Activities 4-B (p. 105-106) 1 per student - booklet "What Kind of Information" (p. 109-114) Tape and tape cassette containing material in booklet above Illustrations TV ad (one with script, one without) food (pp. 119-120) clothing (pp. 121-122) Props from department or home	The students will locate and follow Group Directions packet and... 1. All students will read the booklet and/or listen to the tape for background information needed to complete the other activities. 2. As a group, students will determine <u>why</u> the ad is biased. They will rewrite the ad so it is unbiased. 3. As a group, the students will summarize what they have learned. 4. As a group, the students will present the biased and unbiased skits to the class and explain what they have learned about biased and unbiased advertising. Hand in All Materials

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE B (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
All Learning Centers: Crossword Puzzle (p. 123) - if time permits	

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE C (clothing)

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center 1-C (clothing)	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 1-C (clothing pp. 129-130)	1. Read one of the booklets and/or listen to tape.
3 booklets - Fabric Labeling Laws (pp. 149-152)	2. Examine bolt ends and use information found to complete activities in packet with group.
3 booklets - Look to the Label Cooperative Extension Service, ISU Pm 733	3. Make poster showing kinds of information found on bolts and what is required by law. Prepare report for class.
tape and tape cassette of material in Fabric Labeling Laws above	
a selection of fabric bolt ends--one marked red X	
envelope marked A containing one each care labels (p. 157)	
cellophane tape	
poster sheet and markers	Hand in All Materials

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE C (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center 2-C (clothing) 1 copy Group Directions and Activities 2-C (clothing pp. 130-131) 3 booklets - Fabric Labeling Laws (pp. 149-152) 3 booklets - Look to the Label Cooperative Extension Service ISU Pm 733 tape and tape cassette of material in Fabric Labeling Laws above selection of sample garments with sewn-in care labels (NOTE: provide garments with a variety of care labels calling for distinctly different types of care and laundering methods. Attach a letter to each garment for identification.) 1 per student: B-Care Labels in Garments (p. 153) 1 per group: Group Tally Sheet C (p.154), with directions (p. 154)	The students will locate and follow Group Directions packet and... 1. Read one of the reference booklets and/or listen to tape. 2. Examine sample garments. Select two to use in checking Individual Sheets B - Care Labels in Garments. 3. Tally and rank information from Sheets (B) into Group Sheet (C). 4. Use results on Tally Sheet (C), discuss results and answer questions. 5. Mark each student on sheet B as directed. 6. Participate with group in showing classmates where care labels are found on various garments and the different kinds of care recommendations they might give. Hand in All Materials
Learning Center 3-C (clothing) 1 copy Group Directions and Activities 3-C (clothing p. 132) 3 booklets - Fabric Labeling Laws (pp. 149-152)	The students will locate and follow Group Directions packet and... 1. Read one of the booklets and/or listen to tape. 2. Play card game "Fiber Rummy" with group.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE C (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
3-C (clothing)	
3 booklets - Look to the Label Cooperative Extension Service ISU Pm 733	3. Begin making enlarged fiber blend labels to use to teach classmates.
tape and tape cassette of material in booklet Fabric Labeling Laws	Show class percentages of fibers commonly found in fibers.
card game "Fiber Rummy" (pp. 155-156)	
large paper sheets and markers	Hand in All Materials
- - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - -
Learning Center 4-C (clothing)	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 4-C (clothing pp. 133-135)	1. Read one of the booklets and/or listen to tape.
3 booklets - Fabric Labeling Laws (pp. 149-152)	2. & 3. Use sets of numbered care labels to complete activities with group, answering questions and filling in correct numbers.
3 booklets - Look to the Label Cooperative Extension Service ISU Pm 733	4. Plan and direct game for entire class.
tape and tape cassette of material in booklet Fabric Labeling Laws above	
one example of each care label (p.157) individually mounted on numbered cards	
envelope A - containing one care label (p.157) for each member of class.	Hand in All Materials

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE C (food) The student will be better able to recognize that the federal laws regulate product labeling so the consumer knows what he/she is buying.

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center 1-C (food)	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 1-C (food pp. 139-140)	1. Study poster on information law requires on food labels.
Poster "Information Required on Food Labels" (p. 158)	2. Each student find the 4 required things on labels drawn from envelope #1 and sack #2.
Envelope marked #1 containing food labels (one per student)	3. Share information found on labels with group.
Sack marked #2 containing food containers (one per student) such as milk, yogurt, pop, bags which contained chips, etc.	4. List with group other information found on labels.
	5. Plan a skit for class dramatizing why it is worthwhile to take the time to examine food labels while shopping.
	Hand in All Materials
Learning Center 2-C (food)	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 2-C (food pp. 141-143)	1. Read one of the two booklets on nutrition labeling and/or listen to tape.
3 booklets - Nutrition Labels (p. 159-160)	2. Use boxes marked #1 and #2 to compare nutritional information and answer questions, and dry measuring cups to visualize size of servings.
3 booklets - Nutrition Labels on Food, Cooperative Extension Service, ISU, Pm 597	

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE C (food) (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
2-C (food)	
tape and tape cassette of material in Nutrition Labels above	3. Use boxes marked #3 and labels marked #4 to compare nutritional information and answer questions. Dried foods will be measured onto plate to show standard servings.
1 per student boxes of pudding marked #1, and boxes of gelatin marked #2	
1 set dry measuring cups	4. Using two booklets plan a report to share with classmates information on nutritional labeling.
1 per student: Kraft Macaroni & Cheese dinner boxes marked #3, and labels from canned main dish with nutrition label marked #4	Show plan to teacher.
1 liquid measuring cup	
2 plates	
small bag dried rice or macaroni or beans	Hand in All Materials
- - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - -
Learning Center 3-C (food)	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 3-C (food pp. 143-145)	1. Read one of two booklets on nutrition labeling and/or listen to tape.
3 booklets - Nutrition Labels (p. 154-160)	2. Use boxes marked #1 and #2 to compare nutritional information and answer questions, and dry measuring cups to visualize size of servings.
3 booklets - Nutrition Labels on Food Cooperative Extension Service, ISU, Pm 597	
tape and cassette of material in booklet Nutrition Labels above	3. Use boxes marked #2 and labels marked #4 to compare nutritional information and answer questions. Dried foods will be measured onto plates to show standard servings.
1 per student boxes of pudding marked #1 and boxes of gelatin marked #2	
1 set dry measuring cups	

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE C (food) (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
3-C (food)	
1 per student: Kraft Macaroni & Cheese Dinner boxes marked #3 and labels from canned main dish with nutrition label marked #4	4. Use the booklets and labels and boxes, plan a report to help rest of class become familiar with nutrition labels.
1 liquid measuring cup	
2 plates	
small bag dried rice or macaroni or beans	Hand in All Materials
- - - - - - - - - - - - - - - - -	- - - - - - - - - - - - - - - - -
Learning Center 4-C (food)	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 4-C (food pp. 146-147)	1. Read the booklet and/or listen to tape.
1 per student - booklet on meat inspection (pp. 161-162)	2. Complete Activity Sheets "D" and "C" with group (in packet).
tape and tape cassette of material in booklet above	3. Make enlarged drawings of U.S. inspection circle and grade shields to show classmates.
labels marked "7" from soup with meat	4. Plan with group how to teach class what they learned about meat inspection.
labels marked "8" from soup without meat	
labels (enough for one per student) marked "9" - hang-tags which you find attached to fresh chicken (on wing) or reproduction of one	
Poster paper and markers or Overhead projector supplies	Hand in All Materials

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE D (food or clothing) The student will be better able to identify how advertising appeals to consumers to sell products.

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center 1-D	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 1-D (pp.169-172)	1. Read the definition cards.
1 each Advertising Definition Cards to stand in center (pp. 180-182)	2. Look at the set of ads marked #2 and decide if each is mostly factual, emotional, attractive. Teacher check answers.
*1 set ads marked #2 (5 ads including examples of each - emotional, attractive, factual - numbered on bottom)	3. Discuss questions on Activity Sheet. Answer briefly, using ads marked #9.
1 set (3) ads marked #9 (each should include a "cents-off" coupon)	4. Before class next day each student take poll on sheet, "Let's Ask Others".
1 "Lets Ask Others" sheet for each member of group (p. 183)	5. Choose one student to phone supermarket to inquire about use of coupons.
NOTE: Teacher will need to help one member of group call supermarket manager--questions contained in Group Directions (may be after school).	6. Summarize replies to questionnaire. Plan summary for total class.
	Hand in All Materials

*The ads used for this objective should be selected to illustrate the definitions on the Advertising Definition Cards used in each center. All ads are cut from magazines and newspaper to illustrate food or clothing.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE D (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
Learning Center 2-D	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 2-D (pp.173-174)	1. Read definition cards - factual.
3 Advertising Definition Cards - factual (p. 181)	2. Look at packet of ads, #1 name kinds of facts--fill in check sheet in activity packet.
*1 set (3-4) factual ads marked #1	3. Read aloud directions and fill out check-sheet #3 in activity packet. Answer questions at bottom of page.
1 poster board colored markers magazines and newspapers scissors	4. Look at magazines and newspapers to select 2 factual ads. Mark A and B. Answer questions on the Group Activity Sheet.
	5. Plan and prepare a factual poster to advertise a school club bake sale.
*The ads used for this objective should be selected to illustrate the definitions on the Advertising Definition Cards used in each center. All ads are cut from magazines and newspaper to illustrate food or clothing.	6. Prepare a report to give to the total class.
	Hand in All Materials
Learning Center 3-D	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 3-D (pp.175-177)	1. Read definition cards - attractive
3 Advertising Definition Cards - attractive (p. 180)	

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE D (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
3-D	
*1 set (3) attractive appeal ads, marked #1	2. Read through activity sheet #1 (out loud) Place ads face down on table, turn over one at a time, each member telling first thing noticed. Mark immediate impression on Activity Sheet #1. Continue until all pictures are turned up.
2 ads marked A and B (one black and white, one with attractive colors)	3. Read, discuss, briefly answer questions on direction sheet.
magazines	4. Look at ads A and B, discuss and answer questions in direction sheet. One member write brief answers.
scissors	5. Look through magazines to find two attractive ads. Plan report for rest of class. This will include having all class members respond to pictures as in activity #2, marking responses on blackboard.
*The ads used for this objective should be selected to illustrate the definitions on the Advertising Definition Cards used in each center. All ads are cut from magazines and newspaper to illustrate food or clothing.	Hand in All Materials
Learning Center 4-D	The students will locate and follow Group Directions packet and...
1 copy Group Directions and Activities 4-D (pp. 177-179)	1. Read the definition cards - emotional.
3 Advertising Definition Cards - <u>emotional</u> (p. 182)	2. Complete sheet #2, fill in blanks.
1 Emotional Advertising Sheet #2 (p. 184)	3. Look at the set of ads (#2) and answer questions in the direction sheet.

TEACHER GUIDE FOR LEARNING CENTER ACTIVITIES
PLAN 2
OBJECTIVE D (continued)

Materials Needed in Learning Center	Student Activities - Learning Center
4-D	
*1 set ads marked #3 lettered A, B, C (3 - one having emotional appeal) 2 sheets marked X and O (each sheet 8 x11 with a picture of a product pasted on it) magazines scissors *The ads used for this objective should be selected to illustrate the definitions on the Advertising Definition Cards used in each center. All ads are cut from newspapers and magazines to illustrate food or clothing.	4. Using pictures on sheets marked X and O, the group will create two advertisements on the sheets for the product pictured, one with emotional appeal, the other factual. 5. Find examples of ads using emotional appeals pictured on sheet #2. 6. Plan a report for the rest of the class. Hand in All Materials

Tips for classroom management

1. Place all materials needed for each learning center in a small box or plastic dishpan clearly marking the box and each item with the letter and/or number of the corresponding learning center. Place each box in a learning center.
2. Resource teachers or older students are frequently willing to tape materials from the booklets.
3. The formal evaluation device may be read to a poor or nonreader and the response recorded for him/her.
4. Individual activities, for example letter writing in Objective A, may be completed in the resource room.
5. For activity 5, learning center 1-D, a phone call by the teacher to the supermarket manager a day preceding the student call, gives the manager a chance to prepare appropriate answers.
6. During the introduction to the module the teacher might find it helpful to decide with the class criteria for evaluating group reports (teach-back).

TEACHING MODULE - PART 3

Student Materials for Group Learning Centers

Organized by objectives.
Each a separate color for easier identification.

Directions for Use

Group Directions and Activities Packets -

Cut apart on dotted lines
Assemble by
Plan number--upper left corner
Learning center letter and/or number--upper right corner
Page number--lower right corner
Staple into half sheet packets

Booklets -

Cut on dotted lines
Fold on solid line
Assemble following page numbers
Staple as needed

Posters -

Pictures are provided as an example

Activity Sheets -

Use as provided (or)
Cut apart on dotted lines

Other Materials -

Follow directions given on individual pages

OBJECTIVE A

1

LEARNING CENTER A
PLAN 1

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN THE CENTER OF YOUR TABLE ARE EXAMPLES OF DIFFERENT KINDS OF SOURCES OF CONSUMER INFORMATION. EACH STUDENT TAKE ONE COPY OF ACTIVITY SHEET A. CHOOSE 2 SOURCES OF INFORMATION FROM THOSE IN YOUR CENTER. EACH STUDENT FOLLOW THE DIRECTIONS ON TOP OF ACTIVITY SHEET A AND FILL OUT ONE SHEET.

- -

1 A

ACTIVITY #2: AFTER ALL MEMBERS OF YOUR GROUP HAVE FINISHED SHEET A, HAVE ONE MEMBER OF YOUR GROUP READ ALOUD THE CASE STUDY ON SHEET B. FOLLOW THE DIRECTIONS ON SHEET B, AND COMPLETE THE ACTIVITY AS A GROUP. HAND IN ALL COMPLETED WORKSHEETS TO BE CHECKED BY YOUR TEACHER.

2

1 A

ACTIVITY #3: WITH YOUR GROUP READ THE POSTER IN YOUR LEARNING CENTER WHICH SHOWS SOURCES OF PRINTED CONSUMER INFORMATION.

ACTIVITY #4: IN YOUR LEARNING CENTER YOU WILL FIND A COLLECTION OF CONSUMER PAMPHLETS, LEAFLETS, AND OTHER PUBLICATIONS FROM VARIOUS SOURCES. AS YOU LOOK AT THESE WITH YOUR GROUP, CHECK TO SEE WHO OFFERS EACH PUBLICATION. THEN COMPLETE ACTIVITY SHEET "C" AS A GROUP. HAND IT IN TO YOUR TEACHER TO BE CHECKED.

3

- -

1 A

ACTIVITY #5: FROM THE COLLECTION OF PUBLICATIONS IN YOUR LEARNING CENTER, CHOOSE ONE YOU WOULD LIKE TO HAVE TO KEEP OR TO GIVE TO SOMEONE YOU KNOW.* EACH DO <u>ONE</u> OF THE FOLLOWING:

A. WRITE A LETTER DIRECTLY TO THE COMPANY OR ORGANIZATION ASKING FOR A COPY.

B. WRITE A LETTER TO ONE OF YOUR CONGRESSMEN ASKING HIM TO SEND YOU A COPY IF PUBLISHED BY THE U.S. GOVERNMENT.

USE THE POSTER IN YOUR LEARNING CENTER, "WRITING FOR INFORMATION", TO HELP YOU IN WRITING YOUR LETTER. SHOW YOUR LETTER TO YOUR TEACHER TO BE CHECKED BEFORE IT IS MAILED.

*Notice whether you must pay a charge for the publication before making your choice.

4

2

LEARNING CENTER A-1
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN THE CENTER OF YOUR TABLE ARE EXAMPLES OF DIFFERENT KINDS OF SOURCES OF CONSUMER INFORMATION. EACH STUDENT TAKE ONE COPY OF ACTIVITY SHEET A. CHOOSE 2 SOURCES OF INFORMATION FROM THOSE IN YOUR CENTER. EACH STUDENT FOLLOW THE DIRECTIONS ON TOP OF ACTIVITY SHEET A AND FILL OUT ONE SHEET.

- -

2 A-1

ACTIVITY #2: AFTER ALL MEMBERS OF YOUR GROUP HAVE FINISHED SHEET A, HAVE ONE MEMBER OF YOUR GROUP READ ALOUD THE CASE STUDY ON SHEET B. FOLLOW THE DIRECTIONS ON SHEET B, AND COMPLETE THE ACTIVITY AS A GROUP.

2

2 A-1

ACTIVITY #3: AS A GROUP LOOK AT THE CHART ON SHEET B AND ANSWER THE FOLLOWING QUESTIONS. ONE GROUP MEMBER WRITE DOWN YOUR ANSWERS.

1. FOR YOUR CASE STUDY WHAT SOURCE(S) OF INFORMATION GAVE THE MOST INFORMATION?

2. TO GET ALL THE INFORMATION NEEDED, WOULD YOU NEED TO USE MORE THAN ONE SOURCE? _____YES _____NO
   WHY OR WHY NOT?

3

- -

2 A-1

ACTIVITY #4: ONE MEMBER READ ALOUD: IN YOUR CENTER THERE ARE SHEETS MARKED "C". EACH MEMBER OF YOUR GROUP TAKE ONE COPY. BEFORE CLASS TOMORROW, EACH PERSON ASK THREE PEOPLE (ADULTS AND FRIENDS) WHAT SOURCES OF INFORMATION THEY USE BEFORE MAKING A PURCHASE. RECORD ANSWERS ON SHEET C. READ THROUGH SHEET C NOW TO BE SURE YOU UNDERSTAND HOW TO USE IT. IF YOU NEED HELP, ASK YOUR TEACHER. BE SURE TO TAKE THIS SHEET WITH YOU WHEN YOU LEAVE CLASS TODAY.

4

2 A-1

ACTIVITY #5: YOUR GROUP WILL HAVE 10 MINUTES AT THE BEGINNING OF CLASS TOMORROW TO SUMMARIZE THE ANSWERS YOU RECEIVED ON YOUR SHEETS (C). USE THE FORM (D) ON THE NEXT PAGE. THEN PLAN A REPORT TO SHARE WITH YOUR CLASSMATES. INCLUDE:

1. WHAT ARE DIFFERENT SOURCES OF CONSUMER INFORMATION (SHOW AN EXAMPLE OF EACH).

2. THE SUMMARY YOU MADE ON FORM D.

HAND IN ALL OF YOUR PAPERS TO YOUR TEACHER AFTER YOUR REPORT. 5

- -

2 A-1

SUMMARY D

NUMBER OF PEOPLE WHO USED:

LABELS _____

HANGTAGS _____

PACKAGING _____

USER PAMPHLETS _____

NEWSPAPER ADS _____

MAGAZINE ADS _____

OTHER SOURCES USED:

6

2

LEARNING CENTER A-2
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN YOUR LEARNING CENTER THERE IS A NEWSPAPER AND A MAGAZINE. IF YOUR LEARNING CENTER HAS 4 OR MORE MEMBERS, DIVIDE INTO TWO GROUPS. ONE GROUP WILL USE THE NEWSPAPER, ONE GROUP THE MAGAZINE. IF YOUR LEARNING CENTER HAS 3 OR LESS MEMBERS, WORK AS ONE GROUP, FIRST WITH THE NEWSPAPER, THEN WITH THE MAGAZINE. IF YOU ARE WORKING WITH THE MAGAZINE, YOUR GROUP WILL USE SHEET A, IF YOU ARE USING THE NEWSPAPER, SHEET B. AFTER YOU HAVE FINISHED FOLLOWING THE DIRECTIONS ON THESE SHEETS, YOU WILL WORK ALL TOGETHER AGAIN ON ACTIVITY #2.

- -

2 A-2

ACTIVITY #2: AS A TOTAL GROUP USING ACTIVITY SHEET B AND A AND YOUR EXAMPLES, DISCUSS AND BRIEFLY ANSWER THE FOLLOWING QUESTIONS. HAVE ONE MEMBER WRITE YOUR ANSWERS.

1. DO BOTH OF THESE SOURCES GIVE CONSUMER INFORMATION?____
2. WHICH PROVIDES MORE INFORMATION ABOUT <u>WHERE</u> TO BUY A PRODUCT?_____
3. WHICH GIVES YOU MORE GENERAL INFORMATION ABOUT FOOD OR CLOTHING?_____
4. WHEN WOULD THE MAGAZINE BE MOST HELPFUL?

5. WHEN WOULD THE NEWSPAPER BE MOST HELPFUL?

2

2 A-2

ACTIVITY #3: USING SOME OF THE EXAMPLES YOU HAVE CUT OUT, MOUNT THESE ON TWO POSTERS TO SHOW THE KINDS OF CONSUMER INFORMATION YOU FIND IN MAGAZINES AND NEWSPAPERS. USE MARKERS TO LABEL YOUR EXAMPLES. PLAN A REPORT AND HOW YOU WILL PRESENT IT FOR THE REST OF YOUR CLASS. USE YOUR POSTERS TO ILLUSTRATE, INCLUDE THE FOLLOWING:

1. EXPLAIN DIFFERENT KINDS OF CONSUMER INFORMATION YOU FIND IN MAGAZINES AND NEWSPAPERS.
2. DISCUSS THE QUESTIONS YOU ANSWERED IN #2--GIVING YOUR ANSWERS.

YOU WILL HAVE 5-7 MINUTES FOR YOUR REPORT.

TURN IN YOUR WORKSHEETS TO YOUR TEACHER.

3

- -

LEARNING CENTER A-3
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: WITH YOUR GROUP, READ THE POSTER IN YOUR LEARNING CENTER WHICH SHOWS SOURCES OF PRINTED CONSUMER INFORMATION.

ACTIVITY #2: IN YOUR LEARNING CENTER YOU WILL FIND A COLLECTION OF CONSUMER PAMPHLETS, LEAFLETS, AND OTHER PUBLICATIONS FROM VARIOUS SOURCES. AS YOU LOOK AT THESE WITH YOUR GROUP, CHECK TO SEE WHO OFFERS EACH PUBLICATION. THEN COMPLETE ACTIVITY SHEET C AS A GROUP.

2 A-3

ACTIVITY #3: WITH YOUR GROUP MAKE A BULLETIN BOARD TO SHOW YOUR CLASSMATES:

1. SOME OF THE TYPES OF SOURCES FROM WHICH THEY MAY GET CONSUMER PUBLICATIONS, AND
2. SOME OF THE KINDS OF PRINTED MATERIALS THESE SOURCES OFFER.

IN THE CENTER OF A BULLETIN BOARD IN YOUR CLASSROOM, MOUNT THE POSTER YOU STUDIED ON SOURCES OF PRINTED CONSUMER INFORMATION. SELECT SOME OF THE MOST INTERESTING AND READABLE PAMPHLETS AND BOOKLETS FROM THE COLLECTION IN YOUR CENTER & PLACE EACH ON THE BULLETIN BOARD BESIDE ITS PICTURED SOURCE. USE PIECES OF YARN (OR SOMETHING SIMILAR) TO CONNECT EACH PAMPHLET TO ITS SOURCE. MAKE A TITLE FOR YOUR BOARD AND MAKE SUBTITLES NAMING THE GROUP THAT PUBLISHED EACH BOOKLET.

2

- -

2 A-3

ACTIVITY #4: PLAN A REPORT FOR YOUR CLASS TO EXPLAIN DIFFERENT SOURCES OF INFORMATION, AND THE TYPES OF INFORMATION AND PRINTED MATERIALS THESE SOURCES OFFER.
USE YOUR BULLETIN BOARD TO ILLUSTRATE YOUR REPORT.

3

2

LEARNING CENTER A-4
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: WITH YOUR GROUP STUDY THE POSTER IN YOUR LEARNING CENTER WHICH SHOWS SOURCES OF PRINTED CONSUMER INFORMATION.

ACTIVITY #2: LOOK AT THE PUBLICATIONS AND THE LISTS OF PUBLICATIONS FROM VARIOUS SOURCES IN YOUR LEARNING CENTER. NOTICE WHICH MATERIALS ARE FREE AND WHICH ARE AVAILABLE FOR A CHARGE.

- -

2

A-4

ACTIVITY #3: EACH GROUP MEMBER CHOOSE A PUBLICATION YOU WOULD LIKE TO HAVE TO KEEP OR TO GIVE TO SOMEONE YOU KNOW. THEN DO ONE OF THE FOLLOWING:

1. WRITE A LETTER DIRECTLY TO THE COMPANY OR ORGANIZATION ASKING FOR A COPY.
2. WRITE A LETTER TO ONE OF YOUR CONGRESSMEN ASKING HIM TO SEND YOU A COPY IF A U.S. GOVERNMENT PUBLICATION.

USE THE POSTER IN YOUR LEARNING CENTER, "WRITING FOR INFORMATION" TO HELP YOU IN WRITING YOUR LETTER. SHOW YOUR LETTER TO YOUR TEACHER TO BE CHECKED BEFORE IT IS MAILED.

2

ACTIVITY #4: PLAN HOW YOU WILL TEACH YOUR CLASSMATES HOW THEY CAN GET PRINTED CONSUMER MATERIALS BY MAIL. YOU WILL HAVE 7 MINUTES LATER IN THE CLASS PERIOD IN WHICH TO REPORT TO THE CLASS. USE THE POSTER TO HELP YOU PREPARE YOUR REPORT. THEN HAVE EACH MEMBER OF YOUR GROUP SHOW THE CLASS WHAT HE ORDERED (IF YOU HAVE A SAMPLE COPY) AND TELL WHERE HE/SHE WROTE TO GET IT.

NAME_____

ACTIVITY SHEET A - FOOD

KINDS OF SOURCES OF INFORMATION YOU CHOSE:

1._____

2._____

IN THE TWO COLUMN BELOW CHECK (X) THE INFORMATION THAT YOU FIND ON EACH OF YOUR SOURCES.

	SOURCE 1	SOURCE 2
PRODUCT NAME		
PRODUCT VARIETY OR STYLE		
COOKING INSTRUCTIONS		
INGREDIENTS		
WEIGHT OR VOLUME		
SERVING IDEAS		
PICTURE OF PRODUCT		
EXPIRATION DATE		
NUTRITION INFORMATION		
PRICE		
WHERE TO BUY		
SIZE OF SERVINGS		
NUMBER OF SERVINGS		
NAME OF MANUFACTURER		
ADDRESS OF MANUFACTURER		
OTHER INFORMATION: LIST BELOW		

NAME_____

ACTIVITY SHEET A - CLOTHING

KINDS OF SOURCES OF INFORMATION YOU CHOSE:

1._____

2._____

IN THE TWO COLUMNS BELOW CHECK (X) THE INFORMATION THAT YOU FIND ON EACH OF YOUR SOURCES.

	SOURCE 1	SOURCE 2
PRODUCT NAME	_____	_____
FIBER CONTENT OF FABRIC	_____	_____
CARE INSTRUCTIONS	_____	_____
INSTRUCTIONS FOR USE OR WEARING	_____	_____
WEIGHT OF FABRIC	_____	_____
PICTURE OF PRODUCT	_____	_____
SPECIAL FEATURES OR FABRIC FINISH	_____	_____
PRICE	_____	_____
WHERE TO BUY	_____	_____
COLOR	_____	_____
SIZE	_____	_____
NAME OF MANUFACTURER	_____	_____
ADDRESS OF MANUFACTURER	_____	_____
OTHER INFORMATION: LIST BELOW		

GROUP MEMBERS:

_____

_____

_____

_____

ACTIVITY SHEET B - FOOD

CASE STUDY:

BILL HAS DECIDED TO GIVE A VICTORY PARTY FOR THE FOOTBALL TEAM AND WANTS TO SERVE HAMBURGERS AND POTATO CHIPS. HE WANTS TO SPEND WISELY AND STILL SERVE GOOD FOOD. WHERE CAN BILL FIND INFORMATION TO HELP HIM BUY HAMBURGERS AND CHIPS?

DOWN THE LEFT SIDE OF THIS SHEET ARE LISTED SOME TYPES OF INFORMATION THAT WOULD HELP BILL. ACROSS THE TOP OF THE SHEET ARE LISTED SOURCES OF INFORMATION. HAVE ONE MEMBER OF YOUR GROUP CHECK (X) THE KINDS OF INFORMATION EACH GROUP MEMBER FOUND ON THE SOURCES USED FOR ACTIVITY A. (TWO GROUP MEMBERS MAY HAVE USED THE SAME KIND OF SOURCES.)

	LABELS	HANG-TAGS	USER PAMPHLETS	MAGAZINE ADS	MAGAZINE ARTICLES	NEWSPAPER ADS	PACKAGINGS
PRODUCT NAME- - - - - - - - - -							
PRODUCT VARIETY OR STYLE- - -							
COOKING INSTRUCTIONS- - - - -							
INGREDIENTS - - - - - - - - -							
WEIGHT OR VOLUME- - - - - - -							
SERVING IDEAS - - - - - - - -							
PICTURE OF PRODUCT- - - - - -							
EXPIRATION DATE - - - - - - -							
NUTRITION INFORMATION - - - -							
PRICE - - - - - - - - - - - -							
WHERE TO BUY- - - - - - - - -							
SIZE OF SERVINGS- - - - - - -							
NUMBER OF SERVINGS- - - - - -							
NAME OF MANUFACTURER- - - - -							
ADDRESS OF MANUFACTURER - - -							

GROUP MEMBERS:

_____

_____

_____

_____

ACTIVITY SHEET B - CLOTHING

CASE STUDY:

JANE WANTS TO BUY A NEW PAIR OF JEANS WITH MONEY SHE RECEIVED FOR HER BIRTHDAY. SHE HOPES TO FIND A PAIR SHE LIKES THAT ARE EASY TO TAKE CARE OF, AND WILL WEAR A LONG TIME. WHERE CAN SHE GET INFORMATION TO HELP HER GET A GOOD BUY ON JEANS?

DOWN THE LEFT SIDE OF THIS SHEET ARE LISTED SOME TYPES OF INFORMATION THAT WOULD HELP JANE CHOOSE A PAIR OF JEANS. ACROSS THE TOP OF THE SHEET ARE LISTED SOURCES OF INFORMATION. HAVE ONE MEMBER OF YOUR GROUP CHECK (X) THE KINDS OF INFORMATION EACH GROUP MEMBER FOUND ON THE SOURCES USED FOR ACTIVITY A. (TWO GROUP MEMBERS MAY HAVE USED THE SAME KIND OF SOURCES.)

	LABELS	HANG-TAGS	USER PAMPHLETS	MAGAZINE ADS	MAGAZINE ARTICLES	NEWSPAPER ADS	PACKAGINGS
PRODUCT NAME - - - - - - - - -							
FIBER CONTENT OF FABRIC- - -							
CARE INSTRUCTIONS- - - - - -							
INSTRUCTIONS FOR USE OR WEARING							
WEIGHT OF FABRIC - - - - - -							
PICTURE OF PRODUCT - - - - -							
SPECIAL FEATURES OR FABRIC FINISH - - - - - - - - - -							
PRICE- - - - - - - - - - - -							
WHERE TO BUY - - - - - - - -							
COLOR- - - - - - - - - - - -							
SIZE - - - - - - - - - - - -							
NAME OF MANUFACTURER - - - -							
ADDRESS OF MANUFACTURER- - -							

NAME_____

SOURCES OF CONSUMER INFORMATION - C

A. READ ALOUD THE SOURCES LISTED THEN ASK--*
"WHAT SOURCE OF INFORMATION WOULD YOU USE TO OBTAIN INFORMATION BEFORE DECIDING TO BUY A PRODUCT?"

SOURCES	PERSONS ASKED		
	NO. 1	NO. 2	NO. 3
LABELS			
HANGTAGS			
PACKAGING			
USER PAMPHLETS			
NEWSPAPER ADS			
MAGAZINE ADS			
ARTICLES IN MAGAZINES OR NEWSPAPERS			

DID THE PEOPLE YOU TALKED TO SUGGEST OTHER SOURCES OF INFORMATION? LIST THEM BELOW.

*Each person may want to list more than one source.

ACTIVITY SHEET A - MAGAZINE

DIRECTIONS: AS A GROUP LOOK THROUGH THE MAGAZINE AND SEE IF YOU CAN FIND AN EXAMPLE OF EACH OF THE FOLLOWING.* CUT IT OUT AND MARK THE NUMBER ON THE EXAMPLE.

1. A NEW PRODUCT(S)--ARTICLE OR ADVERTISEMENT
2. AN AD WITH A COUPON
3. AN ARTICLE ABOUT FOOD OR CLOTHING
4. AN AD SHOWING NEW CLOTHING STYLES
5. A NEW RECIPE
6. TWO EXAMPLES OF ADS OR ARTICLES THAT GIVE HELPFUL CONSUMER INFORMATION YOU MIGHT USE.

*YOU MAY NOT FIND ALL OF THESE.

- -

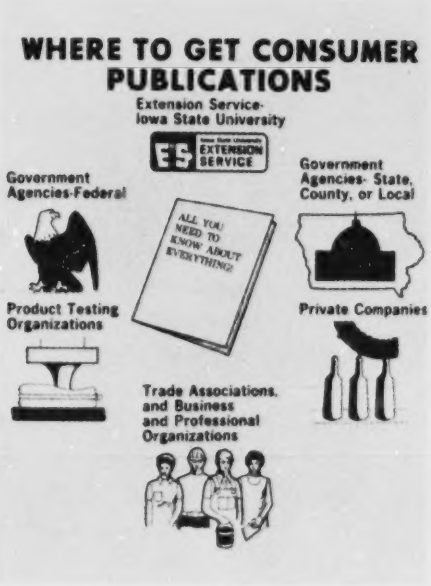
ACTIVITY SHEET B - NEWSPAPER

DIRECTIONS: AS A GROUP LOOK THROUGH THE NEWSPAPER AND SEE IF YOU CAN FIND AN EXAMPLE OF EACH OF THE FOLLOWING.* CUT IT OUT AND MARK THE NUMBER ON THE EXAMPLE.

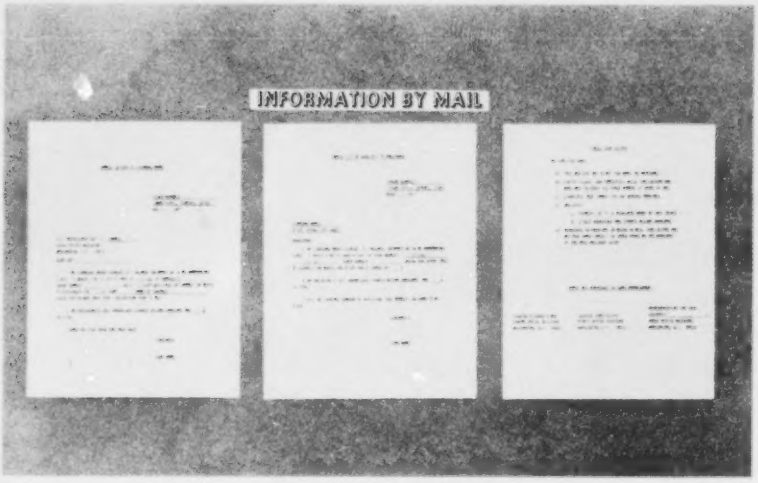
1. IF YOU WANTED TO BUY SOME FISH--WHERE COULD YOU GO?
2. A FABRIC SALE
3. A RESTAURANT HAVING A SPECIAL SALE
4. ENTERTAINMENT AVAILABLE
5. AN INFORMATIVE ARTICLE ABOUT FOOD OR CLOTHING
6. TWO EXAMPLES OF ADS OR ARTICLES THAT GIVE HELPFUL CONSUMER INFORMATION YOU MIGHT USE.

*YOU MAY NOT FIND ALL OF THESE.

POSTER - WHERE TO GET PRINTED CONSUMER INFORMATION



POSTER - WRITING FOR INFORMATION



CHECK YOUR LETTER

BE SURE YOU HAVE:

A) TOLD WHO YOU ARE OR WHY YOU WANT THE MATERIAL.

B) STATED CLEARLY AND COMPLETELY WHICH PUBLICATION YOU WANT AND INCLUDED THE ORDER NUMBER IF THERE IS ONE.

C) EXPRESSED YOUR THANKS FOR THE SERVICE PROVIDED.

D) ENCLOSED:

1) PAYMENT, IF IT IS REQUIRED (WRAP OR TAPE COINS).

2) A SELF-ADDRESSED AND STAMPED RETURN ENVELOPE.

E) ADDRESSED AN ENVELOPE IN WHICH TO MAIL YOUR LETTER AND WRITTEN "HAND CANCEL" IN LARGE PRINT ON THE ENVELOPE IF YOU HAVE ENCLOSED COINS.

NAMES AND ADDRESSED OF YOUR CONGRESSMEN

SENATOR RICHARD CLARK
SENATE OFFICE BUILDING
WASHINGTON, D.C. 20510

SENATOR JOHN CULVER
SENATE OFFICE BUILDING
WASHINGTON, D.C. 20510

REPRESENTATIVE FOR YOUR DISTRICT:

_____
HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515

SAMPLE LETTER DIRECTLY TO PUBLISHER

(YOUR SCHOOL)
(YOUR CITY), (STATE), (ZIP)
APRIL ___, 1977

(COMPANY NAME)
(CITY, STATE, ZIP CODE)

GENTLEMEN:

I AM LEARNING ABOUT SOURCES OF CONSUMER INFORMATION IN MY HOMEMAKING CLASS. I WOULD LIKE TO HAVE A COPY OF YOUR BOOKLET, _____(TITLE)_____, ORDER NUMBER _____, WHICH YOU OFFER FREE OF CHARGE, (OR WHICH YOU OFFER FOR A CHARGE OF _____¢.

I AM ENCLOSING A SELF-ADDRESSED STAMPED RETURN ENVELOPE, AND _____¢ IN COIN.

I WILL BE LOOKING FORWARD TO RECEIVING THIS BOOKLET TO SHOW TO MY CLASS.

SINCERELY,

YOUR NAME

SAMPLE LETTER TO A CONGRESSMAN

(YOUR SCHOOL)
(YOUR CITY), (STATE), (ZIP)
APRIL _____, 1977

U.S. REPRESENTATIVE (NAME)
HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515

DEAR REPRESENTATIVE _____,

I AM LEARNING ABOUT SOURCES OF CONSUMER INFORMATION IN MY HOMEMAKING CLASS. I WOULD LIKE TO GET A COPY OF (TITLE OF PAMPHLET), ORDER NUMBER _____, WHICH IS AVAILABLE FREE OF CHARGE (OR WHICH IS AVAILABLE FOR _____¢) FROM (NAME OF SOURCE). COULD YOU PLEASE HAVE THIS PUBLICATION SENT TO ME?

I AM ENCLOSING A SELF-ADDRESSED STAMPED RETURN ENVELOPE AND _____¢ IN COIN.

THANK YOU VERY MUCH FOR YOUR HELP.

SINCERELY,

YOUR NAME

ACTIVITY SHEET "C"

COLUMN I LISTS TYPES OF SOURCES OF PRINTED CONSUMER MATERIALS. FIND PUBLICATIONS OFFERED BY A PARTICULAR COMPANY, DEPARTMENT OR GROUP OF EACH TYPE OF SOURCE AND WRITE IN THE INFORMATION ASKED FOR IN COLUMN II. YOUR GROUP MAY WANT TO CHOOSE A SECRETARY TO WRITE YOUR ANSWERS IN COLUMN II.

Column I--Type of Source	Column II--Publication You Found From This Source
Extension Service of Iowa State University and U.S. Department of Agriculture	1. _____ (title of publication) 2. _____ (title of publication)
U.S. Government	1. _____ (title of publication) _____ (government department producing it)
State, County, or Local Government	1. _____ (title of publication) _____ (government department producing it)
Private Businesses or Companies	1. _____ (title of publication) _____ (company name and address)
A Trade Association or a Business or Professional Organization	1. _____ (title of publication) _____ (name of association or organization producing it)
Nonprofit Product Testing Organizations	1. _____ (name of publication) _____ (name of publishing organization)

ACTIVITY SHEET "C"

FOR TEACHERS - ON THIS SHEET YOU WILL FIND SPECIFIC EXAMPLES OF SOURCES OF PRINTED CONSUMER INFORMATION. FOR OBJECTIVE A YOU WILL NEED TO PROVIDE ONE EXAMPLE (OR MORE) FROM EACH SOURCE.

TYPE OF SOURCE:

Extension Service of Iowa State University and U.S. Department of Agriculture

(or Agricultural Research Stations)

U.S. Government

(Dept. of H.E.W., Children's Bureau publications, Federal Trade Commission, Office of Economic Opportunity, Food and Drug Administration, Office of Public Affairs)

State, County, or Local Government

(State or County Health Department, Dept. of Social Services, Mental Health Clinics)

Private Businesses or Companies

(J.C. Penney Co., Sears Roebuck, Scholastic Magazine publications (particularly Co-Ed paperbacks), Proctor & Gamble, Power Company that serves your area, Household Finance Corp., Maytag Co. (Newton), Avon Co., any pattern companies or manufacturers of sewing notions or fabrics, VanHeusen Shirt Co., Sperry & Hutchinson Co.)

A Trade Association or a Business or Professional Organization

(American Medical Assoc., Bar Association, Better Business Bureau, Ins. Info. Institute, Amer. Dairy Assoc., American Dental Assoc., International Fabricare Institute, National Assoc. of Home Builders, ILGWU, National Institute of Real Estate Brokers, National Cookware Manufacturers Assoc.)

Nonprofit Product Testing Organizations

(Consumer's Union, Publ. of Consumer's Reports, Consumer's Research, Inc., Publisher of Consumer Bulletin)

OBJECTIVE B

1

LEARNING CENTER B
PLAN 1

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN YOUR LEARNING CENTER YOU WILL FIND A BOOKLET "WHAT KIND OF INFORMATION?" THE INFORMATION IN THE BOOKLET WILL HELP YOU DO THE REST OF THE ACTIVITIES. YOUR TEACHER HAS A TAPE WHICH SOME OF YOU MAY USE AS YOU FOLLOW ALONG IN YOUR BOOKLET. WHEN EACH MEMBER OF YOUR GROUP HAS FINISHED READING YOU MAY GO ON TO ACTIVITY #2.

- -

1 B

ACTIVITY #2:

A. AS A GROUP, LOOK AT THE COLLECTION OF CONSUMER INFORMATION IN ENVELOPE A. DISCUSS EACH ITEM WITH YOUR GROUP AND DECIDE WHICH ONES CONTAIN <u>BIASED</u> INFORMATION AND WHICH ONES CONTAIN <u>UNBIASED</u> INFORMATION. WRITE THEIR NUMBERS IN THE CORRECT COLUMN.

<u>BIASED</u> <u>UNBIASED</u>

B. IN THE ENVELOPE YOU FOUND A SMALLER ENVELOPE MARKED "DO NOT OPEN YET!" YOUR GROUP MAY OPEN IT NOW AND CHECK YOUR ANSWERS. IF YOU DISAGREE WITH THE ANSWER KEY, REVIEW THE INFORMATION IN THE BOOKLET. IF YOU STILL DISAGREE, CHECK WITH YOUR TEACHER.

2

1 B

C. BELOW ARE 2 LISTS OF POSSIBLE PLACES, OR SOURCES, WHERE CONSUMERS GET INFORMATION--ONE IS MARKED BIASED AND ONE IS MARKED UNBIASED. USE THE SAME ITEMS IN ENVELOPE A. IN THE BIASED COLUMN PUT AN X BY THE SOURCES IN YOUR ENVELOPE WHICH CONTAINED SOME BIASED INFORMATION. IN THE UNBIASED COLUMN PUT AN O BY THE SOURCES WHICH CONTAINED UNBIASED INFORMATION. NOTE: SOME SOURCES MAY BE MARKED IN MORE THAN ONE COLUMN.

BIASED	UNBIASED
____LABELS	____LABELS
____ADVERTISING	____ADVERTISING
____PACKAGING OR BOXES	____PACKAGING OR BOXES
____PAMPHLETS OR BOOKLETS	____PAMPHLETS OR BOOKLETS
____HANGTAGS	____HANGTAGS

3

1 B

ACTIVITY #3:

A. AS A GROUP, STUDY THE POSTER CONTAINING LABELS, HANGTAGS, ADVERTISING AND/OR PACKAGING IN YOUR LEARNING CENTER. NOTICE THAT SOME ITEMS GIVE YOU MUCH INFORMATION AND SOME GIVE YOU VERY LITTLE INFORMATION. SOME INFORMATION IS HELPFUL TO THE CONSUMER AND SOME IS NOT.
   1. WHICH ITEM CONTAINS THE MOST INFORMATION? __A__B__C
   2. WHICH ITEM CONTAINS THE LEAST INFORMATION?__A__B__C
   3. WHICH ITEM ATTRACTED YOUR ATTENTION FIRST?__A__B__C

4

1 B

B. AS A GROUP, LOOK AT THE ITEMS IN ENVELOPE B. SORT THEM ACCORDING TO HOW MUCH USEFUL INFORMATION THEY GIVE A CONSUMER--MUCH, SOME, VERY LITTLE. PUT THE ITEMS IN THE CORRECT POCKETS AT THE BOTTOM OF THE DISPLAY.

1. WHAT SOURCES CONTAINED MUCH OR SOME INFORMATION? CHECK (X) THE ITEMS (IF THEY WERE IN YOUR ENVELOPE).

_____LABELS

_____ADVERTISING

_____PACKAGING OR BOXES

_____PAMPHLETS OR BOOKLETS

_____HANGTAGS

5

- -

1 B

2. WHAT SOURCES CONTAINED VERY LITTLE INFORMATION? CHECK (X) THE ITEMS (IF THEY WERE IN YOUR ENVELOPE).

_____LABELS

_____ADVERTISING

_____PACKAGING OR BOXES

_____PAMPHLETS OR BOOKLETS

_____HANGTAGS

6

1 B-f

ACTIVITY #4: FOOD

A. AS A GROUP, LOOK AT THE ADVERTISING ON SPAGHETTI SAUCES. ADVERTISEMENTS OFTEN SAY THAT THEIR PRODUCTS ARE "BEST" IN SOME WAY, AND MAY OFFER SOME TYPE OF PROOF. ADVERTISING IS REQUIRED BY LAW TO BE TRUE. IS HUNTS SPAGHETTI SAUCE REALLY THICKER THAN RAGU SPAGHETTI SAUCE? TRY THE SAME TEST AND SEE!
DIRECTIONS: YOUR TEACHER WILL HAVE THE FOLLOWING SUPPLIES READY FOR YOUR GROUP:

2 STRAINERS
2 BOWLS
2 RUBBER SCRAPERS
2 JARS OF SPAGHETTI SAUCE

7

- -

1 B-f

OPEN BOTH JARS OF SPAGHETTI SAUCE. HAVE 2 MEMBERS OF YOUR GROUP POUR THE SPAGHETTI SAUCE INTO THE STRAINERS. NOTICE WHICH SAUCE RUNS THROUGH THE STRAINER FIRST. NOTE: REMEMBER WHICH BRAND OF SAUCE YOU POUR INTO WHICH STRAINER!
WORK IN THE KITCHEN IF POSSIBLE.
AFTER YOU HAVE NOTICED WHICH SAUCE RUNS THROUGH THE STRAINER FIRST, PUT THE SPAGHETTI SAUCE BACK INTO THE PROPER JARS AND PUT THEM INTO THE REFRIGERATOR. CLEAN UP ANY MESS ACCORDING TO YOUR USUAL CLASS ROUTINE. (CHECK WITH YOUR TEACHER IF NECESSARY.)
TURN THE PAGE AND GO ON WITH PART B.

8

1 B-f

B. ANSWER THE FOLLOWING QUESTIONS:

1. WAS ONE SAUCE THICKER THAN THE OTHER?

_____YES _____NO _____CAN'T TELL.

2. IF YOUR ANSWER WAS YES, WHICH ONE WAS THICKER?

_____HUNTS _____RAGU.

3. WAS THE INFORMATION IN THE AD TRUE?

_____YES _____NO _____CAN'T TELL.

4. IS THIS ALL OF THE INFORMATION YOU WOULD WANT TO MAKE A CHOICE OF WHICH SPAGHETTI SAUCE TO BUY?

_____YES _____NO _____DON'T KNOW.

5. IF YOU MARKED NO, LIST A FEW OTHER FACTS YOU WOULD LIKE TO KNOW.

9

- -

1 B-f

C. AS A GROUP, LOOK AT THE AD FOR APPLE JUICE. THEN ANSWER THE FOLLOWING QUESTIONS:

1. WHAT DOES THE ADVERTISER SAY WHICH MAKES YOU THINK IT IS THE BEST APPLE JUICE TO BUY? NAME 2 THINGS.

2. IS THIS AD TRUE? ____YES ____NO ____CAN'T TELL.

3. HOW COULD YOU DETERMINE IF THE AD IS TRUE? SUGGEST SOME WAYS BELOW.

10

1 B-c

ACTIVITY #4: CLOTHING

A. AS A GROUP, LOOK AT THE COPY OF THE BOUNTY PAPER TOWEL PACKAGES. THIS IS A TYPE OF ADVERTISING--NOT IN A MAGAZINE OR ON TV BUT ON A LABEL OR PACKAGE. NEW BOUNTY CLAIMS TO BE "EXTRA ABSORBENT". NEW BOUNTY IS 30% MORE ABSORBENT. (MORE ABSORBENT THAN WHAT? OLD BOUNTY, OR OTHER PAPER TOWELS?) THE MANUFACTURER WOULD LIKE US TO THINK THAT NEW BOUNTY IS THE BEST PAPER TOWEL TO BUY. LET'S SEE IF IT IS MORE ABOSRBENT THAN OTHER PAPER TOWELS. WORK IN THE KITCHEN IF POSSIBLE.

DIRECTIONS: IN YOUR PACKET YOU WILL FIND 4 SAMPLES OF PAPER TOWELS: BOUNTY, (HYVEE, CALA, AND GENERATION OR 3 THE TEACHER PROVIDES) (2 SHEETS OF EACH). YOUR TEACHER WILL HAVE READY FOR YOU:

4 COFFEE CUPS 1 SET MEASURING SPOONS 7

- -

1 B-c

LOOSELY CRUMPLE ONE SHEET OF BOUNTY PAPER TOWEL INTO ONE CUP, AND ONE OF EACH OF THE OTHER 3 KINDS INTO THE OTHER 3 CUPS. INTO EACH CUP POUR 4 TABLESPOONS OF WATER. MEASURE EXACTLY! LIGHTLY PRESS THE PAPER TOWELS INTO THE WATER. THEN REMOVE THE PAPER TOWELS. LET THEM DRIP OVER THE CUP A LITTLE BIT, BUT DO NOT WRING THEM OUT. NOTE: REMEMBER WHICH PAPER TOWEL WAS IN WHICH CUP! MEASURE THE AMOUNT OF WATER LEFT IN EACH CUP AND SUBTRACT IT FROM 4 TO FIND OUT HOW MUCH WATER EACH PAPER TOWEL ABSORBED. YOU MAY REPEAT THE EXPERIMENT TO BE SURE OF YOUR RESULTS. CLEAN UP ANY MESS AND THEN ANSWER THE QUESTIONS ON THE NEXT PAGE.

8

1 B-c

B.

1. HOW MUCH WATER DID EACH PAPER TOWEL ABSORB?

BOUNTY	HYVEE	GALA	GENERATION	(OR 3 THE TEACHER PROVIDED)
_____T	____T	____T	_____T	

2. WHICH ONE WAS THE MOST ABSORBENT?_____

3. WAS THE INFORMATION ON THE PACKAGE TRUE?

_____YES _____NO _____CAN'T TELL

4. IS THIS ALL OF THE INFORMATION YOU WOULD WANT BEFORE YOU DECIDED WHICH PAPER TOWEL TO BUY?

_____YES _____NO _____CAN'T TELL

5. IF YOU MARKED "NO", LIST A FEW OTHER FACTS YOU WOULD LIKE TO KNOW.

9

- -

1 B-c

6. WHAT OTHER DIFFERENCES DID YOU NOTICE ABOUT THE DIFFERENT TYPES OF PAPER TOWELS? DESCRIBE THE DIFFERENCES BRIEFLY.

7. HOW IS YOUR MATH?! CAN YOU FIGURE OUT HOW MUCH EACH PAPER TOWEL COST? USE THE FOLLOWING INFORMATION: (INFORMATION MAY VARY DEPENDING ON LOCALITY)

100 BOUNTY PAPER TOWELS/$.63

120 HYVEE PAPER TOWELS/$.55

94 GALA PAPER TOWELS/$.63

150 GENERATION PAPER TOWELS/$.63

10

1 B

ACTIVITY #5(OPTIONAL): LOOK THROUGH SOME MAGAZINES AND NEWSPAPERS, AND FIND AN EXAMPLE OF UNBIASED AND BIASED CONSUMER INFORMATION. (CHECK WITH YOUR TEACHER IF THERE ARE NO MAGAZINES OR NEWSPAPERS IN YOUR LEARNING CENTER.) YOU MAY ALSO LOOK AT HOME THIS EVENING FOR LABELS, HANG-TAGS, ETC. NOTE: IF YOU CAN'T FIND EXAMPLES OF ONE OR THE OTHER, MAKE UP ONE AND SKETCH OR WRITE IT ON A SHEET OF PAPER.

PREPARE A SMALL POSTER USING THESE 2 ITEMS AND THE PIECE OF POSTER BOARD OR A SHEET OF PAPER. UNDERLINE WITH MAGIC MARKER THE PART THAT IS BIASED, OR EXPLAIN IN YOUR OWN WORDS WHY ONE EXAMPLE IS BIASED. EXPLAIN WHY THE OTHER ITEM IS UNBIASED.

11

- -

1 B

ACTIVITY #6 (OPTIONAL):

1. CHOOSE A PRODUCT OR ITEM THAT YOU OR YOUR FRIENDS MIGHT BUY.
2. USING SOME OF THE RESOURCES IN THE LEARNING CENTER (MAGAZINES, NEWSPAPERS) FIND SOME INFORMATION ABOUT THAT ITEM. (CHECK WITH YOUR TEACHER IF THERE ARE NO MAGAZINES, NEWSPAPERS IN YOUR LEARNING CENTER.)
3. LIST THE KINDS OF INFORMATION YOU FOUND.
4. WHAT ELSE WOULD YOU LIKE TO KNOW ABOUT THE PRODUCT?
5. WHERE COULD YOU FIND THIS INFORMATION? (LABEL, PACKAGE, ETC.)

TRY TO FIND SOME INFORMATION BEFORE CLASS TOMORROW AND BRING IT WITH YOU!
USE THE FORM ON THE FOLLOWING PAGE TO RECORD THE INFORMATION FOR THIS ACTIVITY. EXTRA FORMS ARE IN YOUR LEARNING CENTER LABELED ACTIVITY #6: INFORMATION SHEET.
YOU MAY DO THIS ACTIVITY INDIVIDUALLY OR AS A GROUP.

12

1 B

INFORMATION SHEET

ACTIVITY #6:

1. ITEM OR PRODUCT:
2. SOURCE OF INFORMATION:
3. KINDS OF INFORMATION:

4. OTHER INFORMATION WE WOULD LIKE:

5. WHERE COULD YOU FIND MORE INFORMATION?:

6. CAN YOU USUALLY FIND ALL OF THE INFORMATION YOU WOULD LIKE IN ONE PLACE?

_____YES _____NO _____DON'T KNOW

13

- -

1 B

ACTIVITY #7 (OPTIONAL): AS A GROUP, LOOK AT THE ILLUSTRATION AND SCRIPT OF A BIASED TV ADVERTISMENT.

1. WHY IS THE AD BIASED? EXPLAIN BRIEFLY.

2. WRITE THE TELEVISION AD AGAIN SO IT CONTAINS TRUE, FACTUAL INFORMATION INSTEAD OF BIASED INFORMATION. PLAN A SKIT WITH YOUR GROUP MEMBERS ACTING THE PARTS OF THE TV ACTORS. DECIDE ON ANY "PROPS" YOU MIGHT NEED TO BRING FROM HOME.

14

1 B

ACTIVITY #9: AS A GROUP, SPEND THE LAST 10 MINUTES OF THE PERIOD SUMMARIZING WHAT YOU HAVE LEARNED ABOUT CONSUMER INFORMATION, INCLUDING THE FOLLOWING: BIASED AND UNBIASED INFORMATION, RELIABLE INFORMATION, TRUE ADVERTISING, AMOUNT OF CONSUMER INFORMATION. A GOOD WAY TO START WOULD BE FOR EACH GROUP MEMBER TO TELL ONE THING HE/SHE HAS LEARNED. WRITE YOUR STATEMENT OR STATEMENTS IN THE SPACE BELOW.

HAND IN ALL MATERIALS TO THE TEACHER.

15

- -

2

LEARNING CENTER 1-B
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN YOUR LEARNING CENTER YOU WILL FIND A BOOKLET "WHAT KIND OF INFORMATION?" THE INFORMATION IN THE BOOKLET WILL HELP YOU DO THE REST OF THE ACTIVITIES. YOUR TEACHER HAS A TAPE WHICH SOME OF YOU MAY USE AS YOU FOLLOW ALONG IN YOUR BOOKLET. WHEN EACH MEMBER OF YOUR GROUP HAS FINISHED READING, YOU MAY GO ON TO ACTIVITY #2.

- -

2 1-B

ACTIVITY #2:

A. AS A GROUP, LOOK AT THE COLLECTION OF CONSUMER INFORMATION IN ENVELOPE A. DISCUSS EACH ITEM WITH YOUR GROUP AND DECIDE WHICH ONES CONTAIN <u>BIASED</u> INFORMATION AND WHICH ONES CONTAIN <u>UNBIASED</u> INFORMATION. WRITE THEIR NUMBERS IN THE CORRECT COLUMN.

<u>BIASED</u> <u>UNBIASED</u>

B. IN THE ENVELOPE YOU FOUND A SMALLER ENVELOPE MARKED "DO NOT OPEN YET". YOUR GROUP MAY OPEN IT NOW AND CHECK YOUR ANSWERS. IF YOU DISAGREE WITH THE ANSWER KEY, REVIEW THE INFORMATION IN THE BOOKLET. IF YOU STILL DISAGREE, CHECK WITH YOUR TEACHER.

2

2 1-B

C. BELOW ARE 2 LISTS OF POSSIBLE PLACES, OR SOURCES, WHERE CONSUMERS GET INFORMATION - ONE IS MARKED BIASED AND ONE IS MARKED UNBIASED. USE THE SAME ITEMS IN ENVELOPE A. IN THE BIASED COLUMN PUT AN X BY THE SOURCES IN YOUR ENVELOPE WHICH CONTAINED SOME BIASED INFORMATION. IN THE UNBIASED COLUMN PUT AN O BY THE SOURCE WHICH CONTAINED UNBIASED INFORMATION. NOTE: SOME SOURCES MAY BE MARKED IN MORE THAN ONE COLUMN.

BIASED	UNBIASED
____LABELS	____LABELS
____ADVERTISING	____ADVERTISING
____PACKAGING OR BOXES	____PACKAGING OR BOXES
____PAMPHLETS OR BOOKLETS	____PAMPHLETS OR BOOKLETS
____HANGTAGS	____HANGTAGS

3

- - - -

2 1-B

ACTIVITY #4: LOOK THROUGH SOME MAGAZINES AND NEWSPAPERS, AND FIND AN EXAMPLE OF UNBIASED AND BIASED CONSUMER INFORMATION. (CHECK WITH YOUR TEACHER IF THERE ARE NO MAGAZINES OR NEWSPAPERS IN YOUR LEARNING CENTER.) YOU MAY ALSO LOOK AT HOME THIS EVENING FOR LABELS, HANGTAGS, ETC. NOTE: IF YOU CAN'T FIND EXAMPLES OF ONE OR THE OTHER, MAKE UP ONE AND SKETCH OR WRITE IT ON A SHEET OF PAPER.
AS A GROUP PREPARE A SMALL POSTER USING THESE 2 ITEMS AND THE PIECE OF POSTER BOARD SO YOU CAN TEACH THE REST OF YOUR CLASS WHAT YOU HAVE LEARNED ABOUT BIASED INFORMATION. UNDERLINE WITH MAGIC MARKER THE PART THAT IS BIASED, OR EXPLAIN IN YOUR OWN WORDS WHY ONE EXAMPLE IS BIASED. EXPLAIN WHY THE OTHER ITEM IS UNBIASED. YOU WILL HAVE ABOUT 7-10 MINUTES TO MAKE YOUR PRESENTATION TO YOUR CLASS.

HAND IN ALL MATERIALS TO THE TEACHER. 5

- -

LEARNING CENTER #2-B
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS: _____ _____

_____ _____

ACTIVITY #1: IN YOUR LEARNING CENTER YOU WILL FIND A BOOKLET "WHAT KIND OF INFORMATION?" THE INFORMATION IN THE BOOKLET WILL HELP YOU DO THE REST OF THE ACTIVITIES. YOUR TEACHER HAS A TAPE WHICH SOME OF YOU MAY USE AS YOU FOLLOW ALONG IN YOUR BOOKLET. WHEN EACH MEMBER OF YOUR GROUP HAS FINISHED READING, YOU MAY GO ON TO ACTIVITY #2.

2 2-B

ACTIVITY #2:

A. AS A GROUP, STUDY THE POSTER CONTAINING LABELS, HANG-TAGS, ADVERTISING AND/OR PACKAGING IN YOUR LEARNING CENTER. NOTICE THAT SOME ITEMS GIVE YOU MUCH INFORMATION AND SOME GIVE YOU VERY LITTLE INFORMATION. SOME INFORMATION IS HELPFUL TO THE CONSUMER AND SOME IS NOT.

1. WHICH ITEM CONTAINS THE MOST INFORMATION?

____A ____B ____C

2. WHICH ITEM CONTAINS THE LEAST INFORMATION?

____A ____B ____C

3. WHICH ITEM ATTRACTED YOUR ATTENTION FIRST?

____A ____B ____C

2

- -

2 2-B

B. AS A GROUP, LOOK AT THE ITEMS IN ENVELOPE B. SORT THEM ACCORDING TO HOW MUCH USEFUL INFORMATION THEY GIVE A CONSUMER--MUCH, SOME, VERY LITTLE. PUT THE ITEMS IN THE CORRECT POCKETS AT THE BOTTOM OF THE DISPLAY.

1. WHAT SOURCES CONTAINED MUCH OR SOME INFORMATION? CHECK (X) THE ITEMS (IF THEY WERE IN YOUR ENVELOPE.)

____LABELS
____ADVERTISING
____PACKAGING OR BOXES
____PAMPHLETS OR BOOKLETS
____HANGTAGS

3

2

2-B

2. WHAT SOURCES CONTAINED VERY LITTLE INFORMATION? CHECK (X) THE ITEMS (IF THEY WERE IN YOUR ENVELOPE.)

____LABELS

____ADVERTISING

____PACKAGING OR BOXES

____PAMPHLETS OR BOOKLETS

____HANGTAGS

4

- -

2

2-B

ACTIVITY #3:

1. CHOOSE A PRODUCT OR ITEM THAT YOU OR YOUR FRIENDS MIGHT BUY.
2. USING SOME OF THE RESOURCES IN THE LEARNING CENTER (MAGAZINES, NEWSPAPERS) FIND SOME INFORMATION ABOUT THAT ITEM. (CHECK WITH YOUR TEACHER IF THERE ARE NO MAGAZINES, NEWSPAPERS IN YOUR LEARNING CENTER.)
3. LIST THE KINDS OF INFORMATION YOU FOUND.
4. WHAT ELSE WOULD YOU LIKE TO KNOW ABOUT THE PRODUCT?
5. WHERE COULD YOU FIND THIS INFORMATION? (LABEL, PACKAGE, ETC.) TRY TO FIND SOME INFORMATION BEFORE CLASS TOMORROW AND BRING IT WITH YOU.

USE THE FORM ON THE FOLLOWING PAGE TO RECORD THE INFORMATION FOR THIS ACTIVITY.

YOU MAY DO THIS ACTIVITY INDIVIDUALLY OR AS A GROUP.

5

2 2-B

1. ITEM OR PRODUCT:
2. SOURCE OF INFORMATION:
3. KINDS OF INFORMATION:

4. OTHER INFORMATION WE WOULD LIKE:

5. WHERE COULD YOU FIND MORE INFORMATION?:

6. CAN YOU USUALLY FIND ALL OF THE INFORMATION YOU WOULD LIKE IN ONE PLACE?

_____YES _____NO _____DON'T KNOW

6

- -

2 2-B

ACTIVITY #4: AS A GROUP, MAKE A SUMMARY STATEMENT OR STATEMENTS ABOUT WHAT YOU HAVE LEARNED CONCERNING THE AMOUNT OF USEFUL INFORMATION YOU FIND IN VARIOUS SOURCES OF CONSUMER INFORMATION. WRITE IT IN THE SPACE BELOW. ONE WAY TO START SUMMARIZING IS FOR EACH GROUP MEMBER TO STATE ONE THING THEY LEARNED FROM THIS ACTIVITY.

7

2 2-B

ACTIVITY #5: USE THE ITEM THAT YOU CHOSE FOR ACTIVITY #3. IF YOU EACH CHOSE AN ITEM, DECIDE ON ONE TO USE FOR THIS ACTIVITY. PRESENT TO YOUR CLASS THE FOLLOWING INFORMATION:

1. WHERE YOU FIRST HEARD OF THE ITEM (FRIEND, TV, MAGAZINE).
2. HOW MANY DIFFERENT SOURCES YOU FOUND WHICH CONTAINED SOME INFORMATION ABOUT THE ITEM. NAME THE SOURCES.
3. WHICH SOURCE OR SOURCES OF INFORMATION WERE THE MOST USEFUL TO YOU?
4. DID YOU NEED TO CHECK MORE THAN ONE SOURCE TO FIND ALL OF THE INFORMATION YOU WOULD LIKE TO HAVE?

USE ANY MATERIALS AVAILABLE (PICTURE, EXAMPLES, POSTERS) TO MAKE YOUR PRESENTATION INTERESTING. YOU WILL HAVE ABOUT 7-10 MINUTES FOR YOUR REPORT.

HAND IN ALL MATERIALS TO THE TEACHER. 8

- -

LEARNING CENTER 3-B
PLAN 2 - FOODS

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN YOUR LEARNING CENTER YOU WILL FIND A BOOKLET "WHAT KIND OF INFORMATION?" THE INFORMATION IN THE BOOKLET WILL HELP YOU DO THE REST OF THE ACTIVITIES. YOUR TEACHER HAS A TAPE WHICH SOME OF YOU MAY USE AS YOU FOLLOW ALONG IN YOUR BOOKLET. WHEN EACH MEMBER OF YOUR GROUP HAS FINISHED READING, YOU MAY GO ON TO ACTIVITY #2.

2 3-B-f

ACTIVITY #2:

A. AS A GROUP, LOOK AT THE ADVERTISING ON SPAGHETTI SAUCES. ADVERTISEMENTS OFTEN SAY THAT THEIR PRODUCTS ARE "BEST" IN SOME WAY, AND MAY OFFER SOME TYPE OF PROOF. ADVERTISING IS REQUIRED BY LAW TO BE TRUE. IS HUNTS SPAGHETTI SAUCE REALLY THICKER THAN RAGU SPAGHETTI SAUCE? TRY THE SAME TEST AND SEE! DIRECTIONS: YOUR TEACHER WILL HAVE THE FOLLOWING SUPPLIES READY FOR YOUR GROUP--

2 STRAINERS
2 BOWLS
2 RUBBER SCRAPERS
2 JARS OF SPAGHETTI SAUCE

2

- -

2 3-B-f

OPEN BOTH JARS OF SPAGHETTI SAUCE. HAVE 2 MEMBERS OF YOUR GROUP POUR THE SPAGHETTI SAUCE INTO THE STRAINERS. NOTICE WHICH SAUCE RUNS THROUGH THE STRAINER FIRST. NOTE: REMEMBER WHICH BRAND OF SAUCE YOU POUR INTO WHICH STRAINER! WORK IN THE KITCHEN IF POSSIBLE.

AFTER YOU HAVE NOTICED WHICH SAUCE RUNS THROUGH THE STRAINER FIRST, PUT THE SPAGHETTI SAUCE BACK INTO THE PROPER JARS AND PUT THEM INTO THE REFRIGERATOR. CLEAN UP ANY MESS ACCORDING TO YOUR USUAL CLASS ROUTINE. (CHECK WITH YOUR TEACHER IF NECESSARY.)

TURN THE PAGE AND GO ON WITH PART B.

3

2 3-B-f

B. ANSWER THE FOLLOWING QUESTIONS:

1. WAS ONE SAUCE THICKER THAN THE OTHER?

_____YES _____NO _____CAN'T TELL

2. IF YOUR ANSWER WAS YES, WHICH ONE WAS THICKER?

_____HUNTS _____RAGU

3. WAS THE INFORMATION IN THE AD TRUE?

_____YES _____NO _____CAN'T TELL

4. IS THIS ALL OF THE INFORMATION YOU WOULD WANT TO MAKE A CHOICE OF WHICH SPAGHETTI SAUCE TO BUY?

_____YES _____NO _____CAN'T TELL

5. IF YOU MARKED NO, LIST A FEW OTHER FACTS YOU WOULD LIKE TO KNOW.

4

- -

2 3-B-f

ACTIVITY #3: AS A GROUP, LOOK AT THE AD FOR APPLE JUICE. THEN ANSWER THE FOLLOWING QUESTIONS:

1. WHAT DOES THE ADVERTISER SAY WHICH MAKES YOU THINK IT IS THE BEST APPLE JUICE TO BUY? NAME 2 THINGS.

2. IS THIS AD TRUE? ____YES ____NO ____CAN'T TELL

3. HOW COULD YOU DETERMINE IF THE AD IS TRUE? SUGGEST SOME WAYS BELOW.

5

2 3-B-f

ACTIVITY #4: USING SOME OF THE MAGAZINES, NEWSPAPERS, LABELS OR HANGTAGS AVAILABLE FROM YOUR TEACHER, EACH MEMBER OF YOUR GROUP CHOOSE 2 ITEMS OF CONSUMER INFORMATION WHICH STATE FACTS ABOUT THE PRODUCT. LOOK FOR THE FOLLOWING INFORMATION: (USE THE INDIVIDUAL ANSWER SHEETS MARKED ACTIVITY #4)

1. WHAT ARE SOME OF THE FACTS STATED IN THE ITEM OF CONSUMER INFORMATION? LIST A FEW.

2. CAN YOU TELL IF THE INFORMATION IS TRUE?
_____YES _____NO

3. IS THERE SOME WAY YOU COULD FIND OUT IF THE INFORMATION IS TRUE? _____YES _____NO
HOW?

6

- -

2 3-B-f

ACTIVITY #5: AS A GROUP, SUMMARIZE WHAT YOU HAVE LEARNED ABOUT TRUE INFORMATION IN ADVERTISING. USE THE QUESTIONS YOU ANSWERED CONCERNING THE 2 ADS TO HELP YOUR THINKING. WRITE YOUR SUMMARY STATEMENTS BELOW. ONE WAY TO SUMMARIZE MIGHT BE FOR EACH GROUP MEMBER TO STATE ONE THING THEY LEARNED FROM THE ACTIVITY.

ACTIVITY #6: IN YOUR GROUP, PLAN A WAY TO TEACH THE REST OF THE CLASS WHAT YOU HAVE LEARNED ABOUT TRUE ADVERTISING. YOU MAY USE ANY OF THE MATERIALS IN THE LEARNING CENTER TO MAKE YOUR PRESENTATION INTERESTING. YOU WILL HAVE 7-10 MINUTES TO PRESENT YOUR INFORMATION TO THE CLASS.

HAND IN ALL MATERIALS.

7

2

LEARNING CENTER 3-B
PLAN 2 - CLOTHING

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN YOUR LEARNING CENTER YOU WILL FIND A BOOKLET "WHAT KIND OF INFORMATION?" THE INFORMATION IN THE BOOKLET WILL HELP YOU DO THE REST OF THE ACTIVITIES. YOUR TEACHER HAS A TAPE WHICH SOME OF YOU MAY USE AS YOU FOLLOW ALONG IN YOUR BOOKLET. WHEN EACH MEMBER OF YOUR GROUP HAS FINISHED READING, YOU MAY GO ON TO ACTIVITY #2.

- -

2 3-B-c

ACTIVITY #2:

A. AS A GROUP, LOOK AT THE COPY OF THE BOUNTY PAPER TOWEL PACKAGE. THIS IS A TYPE OF ADVERTISING--NOT IN A MAGAZINE OR ON TV, BUT ON A LABEL OR PACKAGE. NEW BOUNTY CLAIMS TO BE "EXTRA ABSORBENT". NEW BOUNTY IS 30% MORE ABSORBENT. (MORE ABSORBENT THAN WHAT? OLD BOUNTY, OR OTHER PAPER TOWELS?) THE MANUFACTURER WOULD LIKE US TO THINK THAT NEW BOUNTY IS THE BEST PAPER TOWEL TO BUY. LET'S SEE IF IT IS MORE ABSORBENT THAN OTHER PAPER TOWELS. WORK IN THE KITCHEN IF POSSIBLE.

   DIRECTIONS: IN YOUR PACKET YOU WILL FIND 4 SAMPLES OF PAPER TOWELS: BOUNTY, (HYVEE, GALA, AND GENERATION) (OR 3 THE TEACHER PROVIDES) (2 SHEETS OF EACH ONE). YOUR TEACHER WILL HAVE READY FOR YOU:

   4 COFFEE CUPS 1 SET MEASURING SPOONS 2

2 3-B-c

LOOSELY CRUMPLE ONE SHEET OF BOUNTY PAPER TOWEL INTO ONE CUP, AND ONE OF EACH OF THE OTHER 3 KINDS INTO THE OTHER 3 CUPS. INTO EACH CUP POUR 4 TABLESPOONS OF WATER. MEASURE EXACTLY! LIGHTLY PRESS THE PAPER TOWELS INTO THE WATER. THEN REMOVE THE PAPER TOWELS. LET THEM DRIP OVER THE CUPS A LITTLE BIT, BUT DO NOT WRING THEM OUT. NOTE: REMEMBER WHICH PAPER TOWEL WAS IN WHICH CUP! MEASURE THE AMOUNT OF WATER LEFT IN EACH CUP AND SUBTRACT IT FROM 4 TO FIND OUT HOW MUCH WATER EACH PAPER TOWEL ABSORBED. YOU MAY REPEAT THE EXPERIMENT TO BE SURE OF YOUR RESULTS. CLEAN UP ANY MESS AND THEN ANSWER THE QUESTIONS ON THE NEXT PAGE.

3

- -

2 3-B-c

B.

1. HOW MUCH WATER DID EACH PAPER TOWEL ABSORB?

   BOUNTY (HYVEE GALA GENERATION) (OR 3 THE TEACHER PROVIDED)

   ____T ____T ____T ____T

2. WHICH ONE WAS THE MOST ABSORBENT?
3. WAS THE INFORMATION ON THE PACKAGE TRUE?

   _____YES _____NO _____CAN'T TELL

4. IS THIS ALL OF THE INFORMATION YOU WOULD WANT BEFORE YOU DECIDED WHICH PAPER TOWEL TO BUY?

   _____YES _____NO _____CAN'T TELL

5. IF YOU MARKED NO, LIST A FEW OTHER FACTS YOU WOULD LIKE TO KNOW.

4

2 3-B-c

6. WHAT OTHER DIFFERENCE DID YOU NOTICE ABOUT THE TYPES OF PAPER TOWELS? DESCRIBE THE DIFFERENCES BRIEFLY.

7. HOW IS YOUR MATH?! CAN YOU FIGURE OUT HOW MUCH EACH SHEET OF PAPER TOWEL COST? USE THE FOLLOWING INFORMATION: (INFORMATION MAY VARY DEPENDING ON LOCALITY)

100 BOUNTY PAPER TOWELS/$.63
120 HYVEE PAPER TOWELS/.$.55
94 GALA PAPER TOWELS/$.63
150 GENERATION PAPER TOWELS/$.63

EACH SHEET COSTS:

_____BOUNTY

_____HYVEE

_____GALA

_____GENERATION

5

- -

2 3-B-c

ACTIVITY #3: USING SOME OF THE MAGAZINES, NEWSPAPERS, LABELS OR HANGTAGS AVAILABLE FROM YOUR TEACHER, <u>EACH MEMBER</u> OF YOUR GROUP CHOOSE 2 ITEMS OF CONSUMER INFORMATION WHICH STATE FACTS ABOUT THE PRODUCT. LOOK FOR THE FOLLOWING INFORMATION: (USE THE INDIVIDUAL ANSWER SHEETS MARKED ACTIVITY #3.)

1. WHAT ARE SOME OF THE FACTS STATED IN THE ITEM OF CONSUMER INFORMATION? LIST A FEW.

2. CAN YOU TELL IF THE INFORMATION IS TRUE?

3. IS THERE SOME WAY YOU COULD FIND OUT IF THE INFORMATION IS TRUE? ____YES ____NO
HOW?

6

2 3-B-c

ACTIVITY #4: AS A GROUP, SUMMARIZE WHAT YOU HAVE LEARNED ABOUT TRUE INFORMATION IN ADVERTISING. ONE WAY TO SUMMARIZE MIGHT BE FOR EACH GROUP MEMBER TO STATE ONE THING THEY HAVE LEARNED FROM THE ACTIVITY. WRITE YOUR SUMMARY STATEMENTS BELOW.

ACTIVITY #5: IN YOUR GROUP, PLAN A WAY TO TEACH THE REST OF THE CLASS WHAT YOU HAVE LEARNED ABOUT TRUE ADVERTISING. YOU MAY USE ANY OF THE MATERIALS IN THE LEARNING CENTER TO MAKE YOUR PRESENTATION INTERESTING. YOU WILL HAVE 7-10 MINUTES TO PRESENT YOUR INFORMATION TO THE CLASS.

HAND IN ALL MATERIALS.

7

- -

2 LEARNING CENTER 4-B
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: IN YOUR LEARNING CENTER YOU WILL FIND A BOOKLET "WHAT KIND OF INFORMATION?" THE INFORMATION IN THE BOOKLET WILL HELP YOU DO THE REST OF THE ACTIVITIES. YOUR TEACHER HAS A TAPE WHICH SOME OF YOU MAY USE AS YOU FOLLOW ALONG IN YOUR BOOKLET. WHEN EACH MEMBER OF YOUR GROUP HAS FINISHED READING, YOU MAY GO ON TO ACTIVITY #2.

2 4-B

ACTIVITY #2: AS A GROUP, LOOK AT THE ILLUSTRATION AND SCRIPT OF BIASED TV ADVERTISING.

1. WHY IS THE AD BIASED? EXPLAIN BRIEFLY.

2. WRITE THE TELEVISION AD AGAIN SO IT CONTAINS TRUE, FACTUAL INFORMATION INSTEAD OF BIASED INFORMATION. PLAN A SKIT WITH YOUR GROUP MEMBERS ACTING THE PARTS OF THE TV ACTORS. DECIDE ON ANY "PROPS" YOU MIGHT NEED TO BRING FROM HOME.

2

- -

2 4-B

ACTIVITY #3: AS A GROUP, SUMMARIZE WHAT YOU HAVE LEARNED ABOUT BIASED ADVERTISING. A GOOD WAY TO START IS FOR EACH MEMBER TO STATE ONE THING EACH HAS LEARNED. WRITE YOUR SUMMARY STATEMENT OR STATEMENTS BELOW.

ACTIVITY #4: PRESENT THE BIASED SKIT FIRST. ASK THE REST OF THE CLASS IF THEY CAN TELL WHY THE AD WAS BIASED. THEN PRESENT THE SKIT THE WAY YOUR GROUP WROTE IT, SO IT IS UNBIASED, AND PRESENTS TRUE, FACTUAL INFORMATION.

HAND IN ALL MATERIALS.

3

B-3

INFORMATION SHEET - CLOTHING

ACTIVITY #3:

1. WHAT ARE SOME OF THE FACTS STATED IN THE ITEM OF CONSUMER INFORMATION? LIST A FEW.

2. CAN YOU TELL IF THE INFORMATION IS TRUE? ___YES ___NO
3. IS THERE SOME WAY YOU COULD FIND OUT IF THE INFORMATION IS TRUE? _____YES _____NO
HOW?

- -

B-3

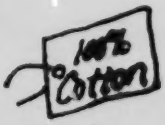
INFORMATION SHEET - FOOD

ACTIVITY #4:

1. WHAT ARE SOME OF THE FACTS STATED IN THE ITEM OF CONSUMER INFORMATION? LIST A FEW.

2. CAN YOU TELL IF THE INFORMATION IS TRUE? ____YES ___NO
3. IS THERE SOME WAY YOU COULD FIND OUT IF THE INFORMATION IS TRUE? _____YES _____NO
HOW?

What Kind of Information?



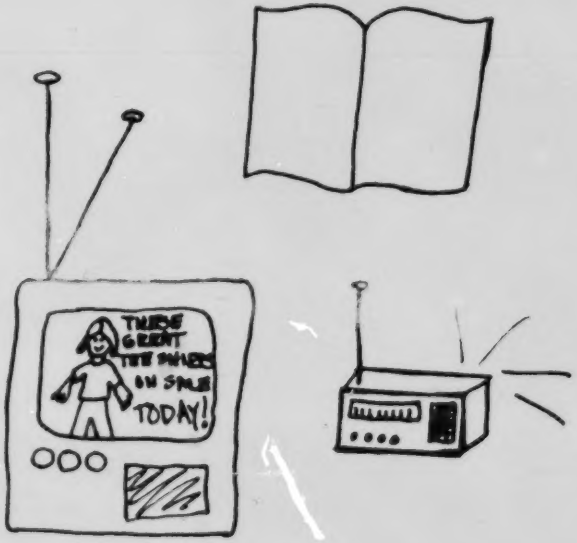
How do you spend your money? What kinds of things do you buy? Jeans? Shirts? Pizza? Snacks? There are lots of places we can get information to help us make choices when we buy things. Sometimes the information is helpful:

but sometimes it doesn't help us at all!

Let's find out how we can choose information that is helpful to us.

ADVERTISING

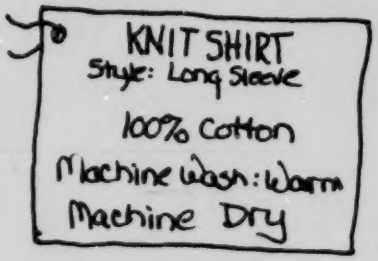
Manufacturers (people or companies who make products such as clothing, furniture, or canned goods) want us to know about their products. They provide us with information in advertising in magazines, newspapers, TV and radio.



The information we get from advertising is required by law to be <u>accurate</u>, or <u>true</u>. However, manufacturers often tell us only the good points about their products. They don't tell us everything we would like to know about the product. This kind of information is slanted, or <u>biased</u>, information because it makes us think their product must be the best.

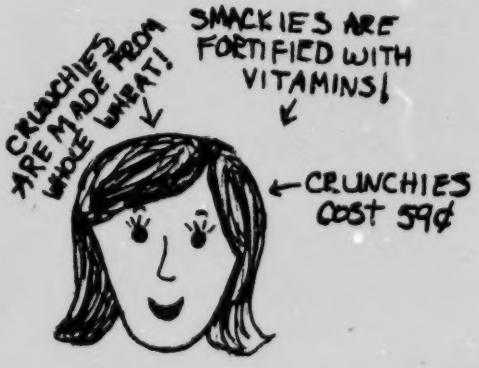
HANGTAGS

he information on hangtags is us-
ally true, factual information.



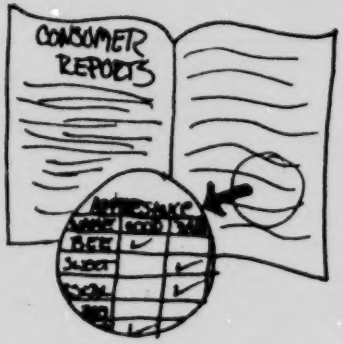
owever, some hangtags contain very
ittle information.

Unbiased information provides us with true, reliable facts which help us in making choices.

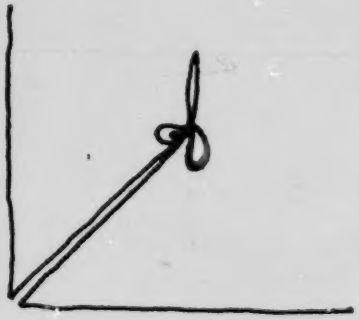


CONSUMER MAGAZINES

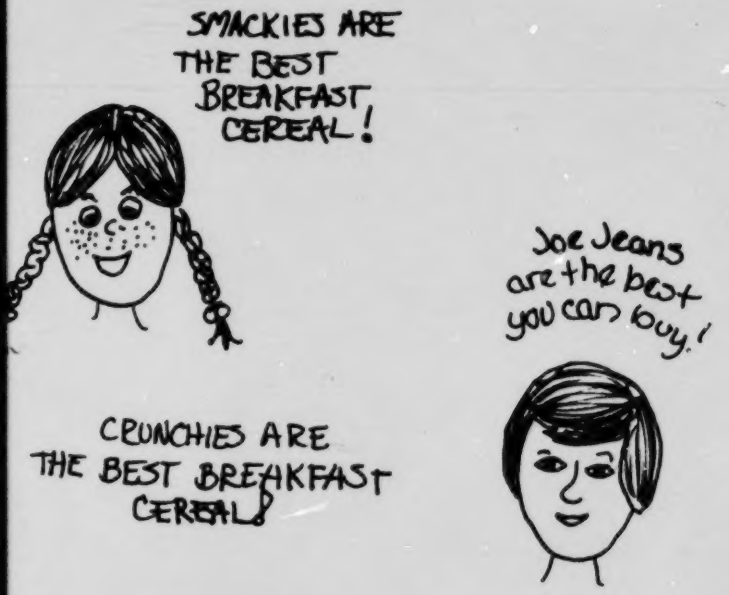
Consumer's Union is a nonprofit group which tests and compares the performance and quality of products. They report the results of their tests in a magazine called Consumer Reports.



When we talk about a bias cut in sewing we mean a slanted cut.



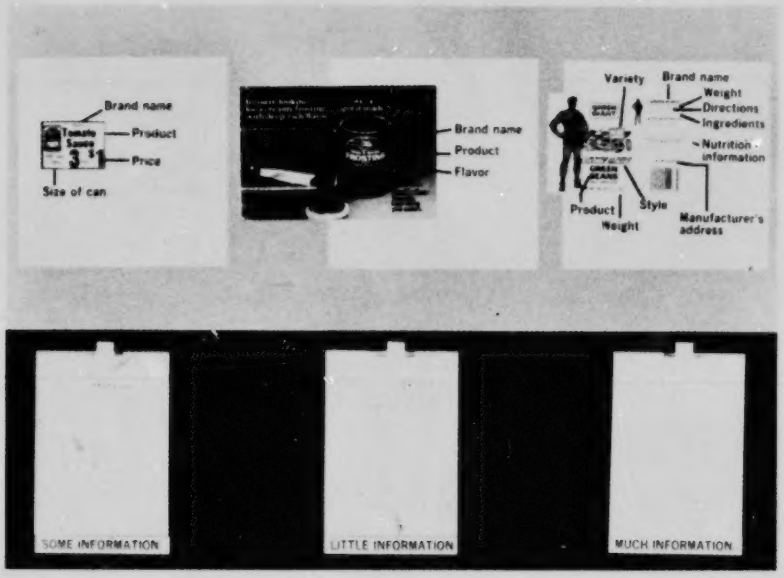
When we talk about <u>biased</u> information we mean information which is slanted in one direction. We get biased consumer information in the form of extreme statements (best, most, least), usually without any proof.



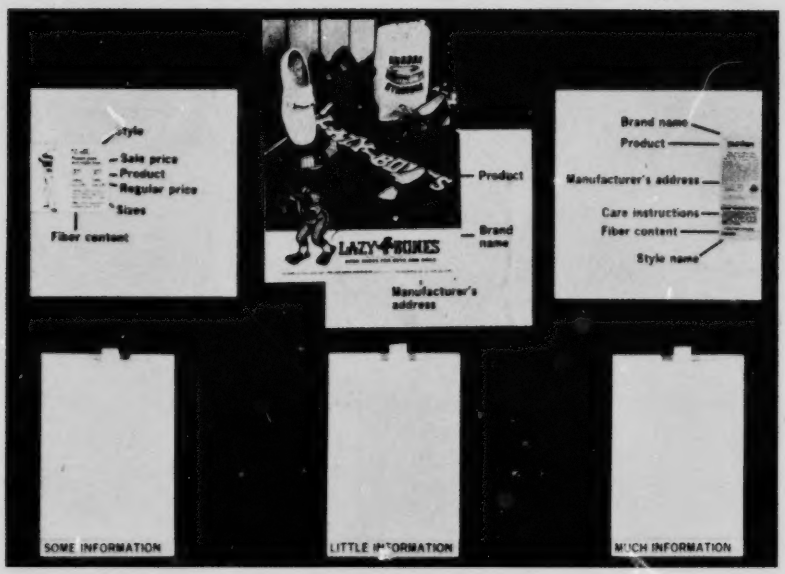
LABELS & PACKAGING

Labels and packaging usually contain true, factual information. Once in a while, labels or packages also contain some biased information. Some labels and packagings provide the consumer with more information than others.

POSTER "HOW MUCH INFORMATION"



FOOD



CLOTHING

Hunt's Prima Salsa.®
"It's thicker and zestier than Ragu."

116

an illustration of an ad that makes a claim that can be tested

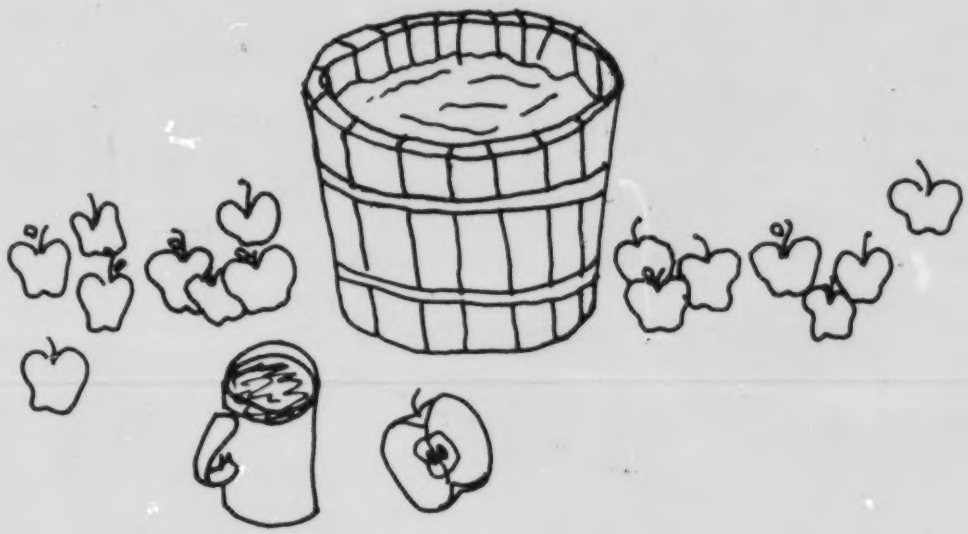
Ragu - comes through strainer in a matter of seconds

Hunt's Prima Salsa - it stays in the strainer

A REPRODUCTION

A Reproduction

APPLETIZING



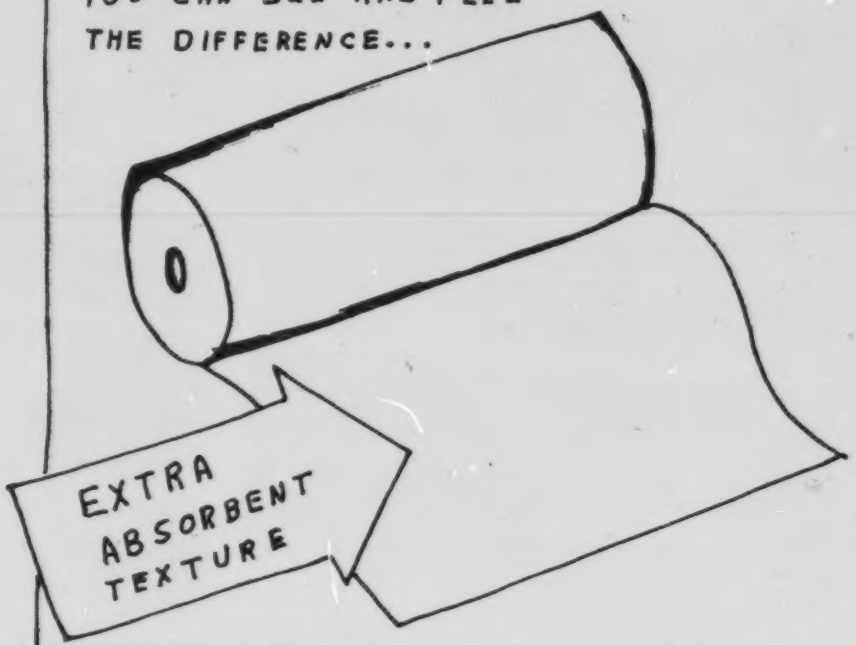
The best tasting apple juice you can buy is also the most economical.

Tree Top Frozen Concentrated Apple Juice is one of the best pure fruit juice values around. One 12 ounce frozen can makes 48 ounces of pure, refreshing apple juice. And it costs a lot less per ounce than bottled or canned apple juice.

an illustration of an ad that makes a claim that can be tested

NEW BOUNTY IS EXTRA ABSORBENT

YOU CAN SEE AND FEEL
THE DIFFERENCE...

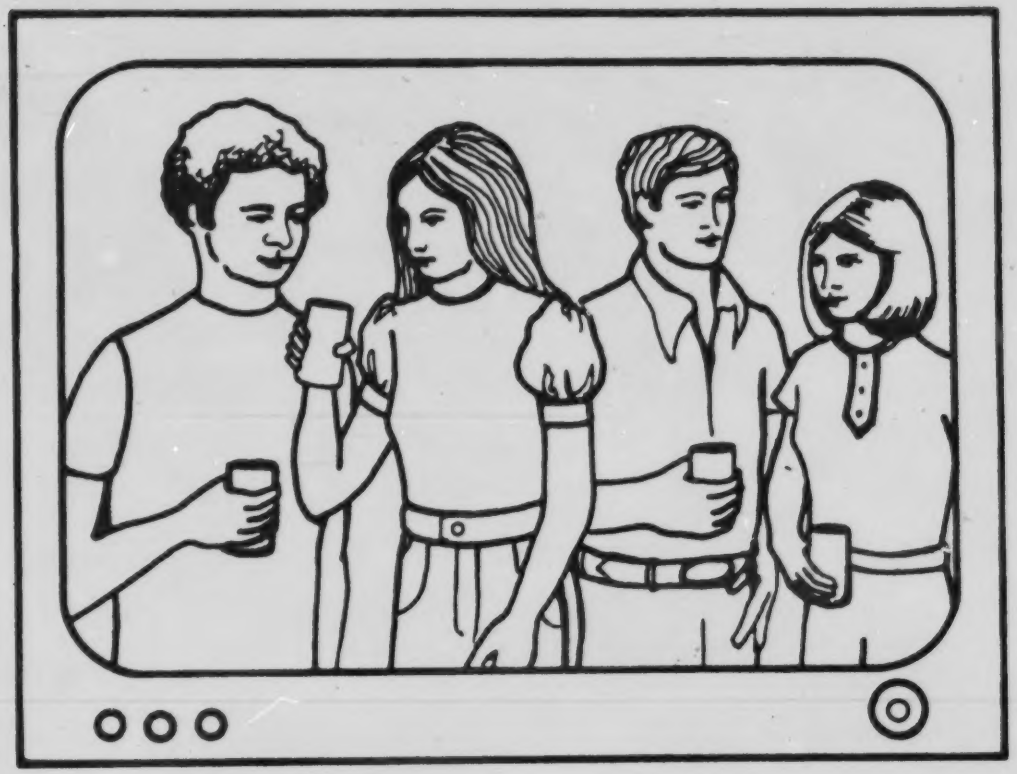


Extra Absorbent Bounty is made a new way. Every Sheet absorbs 30% more to give you more wiping and drying power.

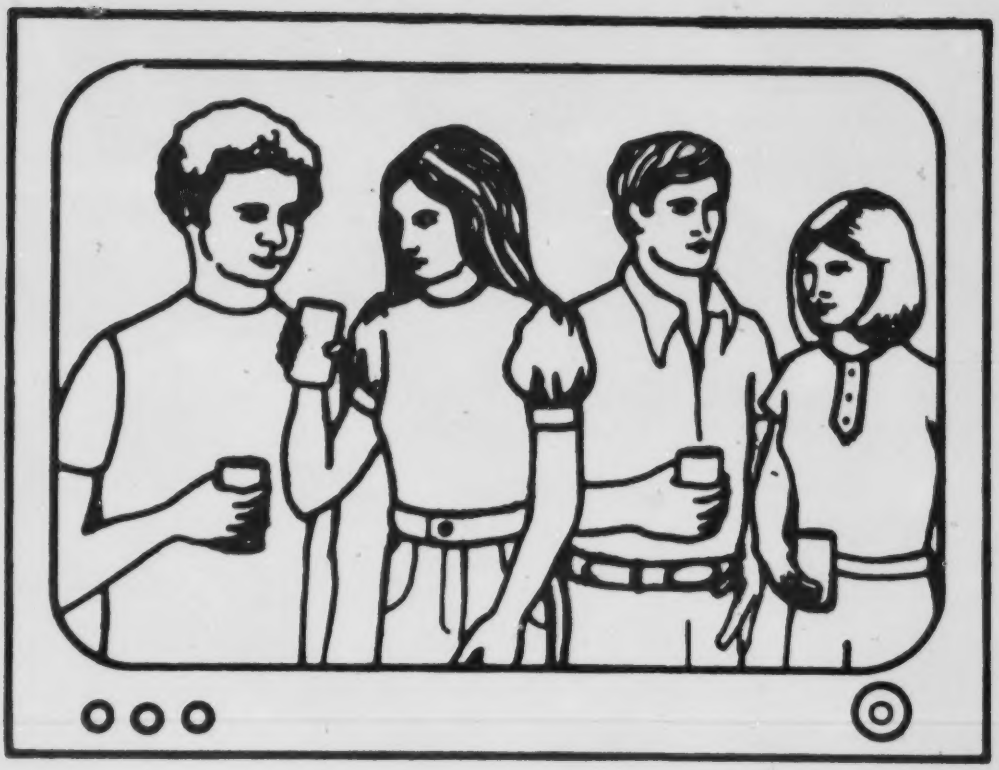
New Bounty is also thicker-with more thirsty fibers in every sheet-so we've reduced the number of sheets on a roll from 75 to 60 to still fit easily on built-in dispensers. Roll-for-foll, new Bounty absorbs more than ever before.
Put NEW Extra Absorbent Bounty to work on the biggest and toughest spills in your kitchen.

* Replica of Bounty Paper Towel Package

119
TV ADVERTISEMENT



TV ADVERTISEMENT



Teen #1: "This sure is a neat party!"

Teen #2: "It sure is! The best part is the Frosty Fruit Drink!"

Teen #3: "It's the best fruit drink there is!"

Teen #4: "At my next party I'm going to serve Frosty Fruit Drink!"

121
TV ADVERTISEMENT

TV ADVERTISEMENT

Teen #1: "Hey Dave, where did you get that neat back pack?"

Teen #2: (Dave or Sally) "I got it at the Teen Shop. It's the kind everyone else is buying."

Teen #3: "It must be the best kind."

Teen #2: "Of course it's the best, all the kids are buying them."

Teen #1: "If we want to be part of the group maybe that's the kind we should get."

Teen #3: "Yes. Let's go get our back pack at the Teen Shop."

IF YOU HAVE TIME:

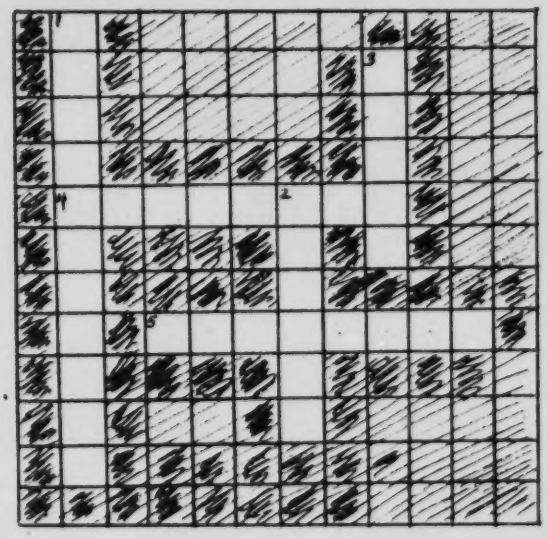
CONSUMER CROSSWORD PUZZLE

DOWN

1. By _____, a manufacturer lets you know about his product.
2. _____ information is slanted in one direction.
3. A _____ on a product provides the consumer with information.

ACROSS

4. Information you can believe is _____.
5. A _____ is someone who uses products.



OBJECTIVE C

C - CLOTHING

F - FOODS

LEARNING CENTER C
(CLOTHING)
PLAN 1

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: EACH MEMBER OF YOUR GROUP READ ONE OF THE TWO REFERENCE BOOKLETS ON FABRIC LABELING LAWS IN YOUR LEARNING CENTER AND/OR LISTEN TO THE CASSETTE TAPE.

ACTIVITY #2: WITH YOUR GROUP EXAMINE THE FABRIC BOLT ENDS PROVIDED IN YOUR LEARNING CENTER. LIST ON THE NEXT PAGE ALL THE TYPES OF INFORMATION THAT YOU FIND ON THEM. PUT AN X IN FRONT OF EACH THING ON YOUR LIST THAT IS INFORMATION REQUIRED BY LAW. YOU MAY HAVE TO CHECK BACK TO YOUR BOOKLETS TO DO THIS.

- -

1 C-c

INFORMATION FOUND ON FABRIC BOLT ENDS:

DID YOU FIND ANY BOLT THAT DID NOT GIVE THE REQUIRED INFORMATION? YES OR NO (CIRCLE YOUR ANSWER)

FIND THE SAMPLE FABRIC BOLT END THAT IS MARKED WITH A RED X. IMAGINE THAT YOU HAVE DECIDED TO BUY A FABRIC FROM THIS BOLT. SELECT THE CARE LABEL FROM ENVELOPE A THAT SHOULD BE GIVEN TO YOU WHEN YOU PURCAHSE THIS FABRIC. ATTACH THE CORRECT CARE LABEL HERE.

2

1 C-c

ACTIVITY #3: EXAMINE SAMPLE FABRIC CARE LABELS ON THE CARDS IN YOUR CENTER TO ANSWER THESE QUESTIONS WITH YOUR GROUP:

LABEL NUMBER

1. WHICH LABELS WARN THAT A HOT IRON SHOULD NOT BE USED ON THE FABRIC? _____
2. WHICH LABELS TELL YOU TO DRY CLEAN INSTEAD OF WASHING? _____
3. WHICH LABEL WARNS THAT THIS FABRIC SHOULD NOT BE DRY CLEANED? _____
4. WHICH LABEL WARNS THAT THE FABRIC SHOULD BE WASHED ALONE AND NOT WITH OTHER GARMENTS? _____
5. WHICH LABEL TELLS YOU THE FABRIC CAN BE WASHED IN THE MACHINE IF THE MACHINE IS SET FOR "DELICATE" OR GENTLE"? _____
6. WHICH LABEL RECOMMENDS HAND WASHING OF THIS FABRIC? _____
7. WHICH LABEL SAYS THIS FABRIC SHOULD BE DRIED BY HANGING IT ON THE CLOTHESLINE? _____
8. WHICH LABELS RECOMMEND THAT THE FABRIC BE TUMBLED DRY IN A CLOTHES DRYER? _____
9. HOW MANY OF THESE LABELS SAY MACHINE WASH WARM? _____

- -

1 C-c

ACTIVITY #4: USE THE SAME CARDS OF LABELS TO DISCUSS AND ANSWER QUESTIONS WITH YOUR GROUP:

WRITE BEST ANSWER BELOW

1. WHICH FABRIC WOULD COST MOST TO TAKE CARE OF?
2. WHICH WASHABLE FABRIC WOULD TAKE THE LEAST AMOUNT OF TIME AND EFFORT TO TAKE CARE OF?
3. WHICH FABRIC WOULD REQUIRE THE MOST EXPENSIVE AMOUNT OF HOME LAUNDRY EQUIPMENT?

   EXPLAIN WHY BELOW.

4

1 C-c

ACTIVITY #5: EACH GROUP MEMBER CHOOSE 2 OR 3 ARTICLES OF CLOTHING FROM THE SAMPLE GARMENTS IN YOUR LEARNING CENTER AND EACH WORK ALONE IN COMPLETING SHEET B - CARE LABELS IN GARMENTS, FOLLOWING THE DIRECTIONS AT THE TOP OF THE SHEET.

ACTIVITY #6: WHEN ALL GROUP MEMBERS HAVE FINISHED CHECKING THE GARMENTS FOR ACTIVITY #5--USE THE GROUP TALLY SHEET "C" TO TALLY THE TOTAL CHECKS MADE ON THE INDIVIDUAL SHEETS "B" BY ALL OF YOUR GROUP MEMBERS. CHOOSE ONE PERSON TO MARK YOUR GROUP SHEET. FOLLOW THE DIRECTIONS WHICH ARE ATTACHED TO THE GROUP TALLY SHEET C.

5

- -

1 C-c

ACTIVITY #7: USING THE RANKINGS FROM GROUP ACTIVITY SHEET "C", DISCUSS WITH YOUR GROUP WHICH KINDS OF CARE INSTRUCTIONS ARE MOST COMMONLY FOUND ON THE GARMENTS IN YOUR CENTER. WERE SOME INSTRUCTION ITEMS NOT FOUND ON ANY OF THE GARMENTS EXAMINED? LIST THESE BELOW.

ACTIVITY #8: (OPTIONAL) PLAY THE FIBER RUMMY CARD GAME WITH THE OTHER MEMBERS OF YOUR GROUP. READ THE DIRECTION SHEET BEFORE BEGINNING TO PLAY.

HAND IN ALL MATERIALS.

6

LEARNING CENTER 1-C
(CLOTHING)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: EACH MEMBER OF YOUR GROUP READ ONE OF THE TWO REFERENCE BOOKLETS ON FABRIC LABELING LAWS IN YOUR LEARNING CENTER AND/OR LISTEN TO THE TAPE.

ACTIVITY #2: WITH YOUR GROUP, EXAMINE THE FABRIC BOLT ENDS PROVIDED IN YOUR LEARNING CENTER. LIST ON THE NEXT PAGE ALL THE TYPES OF INFORMATION THAT YOU FIND ON THEM. PUT AN X IN FRONT OF EACH THING ON YOUR LIST THAT IS INFORMATION REQUIRED BY LAW. YOU MAY HAVE TO CHECK BACK TO YOUR BOOKLETS TO DO THIS.

- -

2 1-C-c

INFORMATION FOUND ON FABRIC BOLT ENDS:

1. DID YOU FIND ANY BOLT THAT DID NOT GIVE THE REQUIRED INFORMATION? YES OR NO (CIRCLE YOUR ANSWER)

2. FIND THE SAMPLE FABRIC BOLT END THAT IS MARKED WITH A RED X. IMAGINE THAT YOU HAVE DECIDED TO BUY A FABRIC FROM THIS BOLT. SELECT THE CARE LABEL FROM ENVELOPE A THAT SHOULD BE GIVEN TO YOU WHEN YOU PURCAHSE THIS FABRIC. ATTACH THE CORRECT CARE LABEL HERE.

2

ACTIVITY #3: MAKE A POSTER (OR OVERHEAD PROJECTOR TRANSPARENCY) TO SHOW YOUR CLASSMATES WHAT KINDS OF INFORMATION ARE GIVEN ON THE END OF FABRIC BOLTS AND WHICH INFORMATION IS REQUIRED BY LAW. YOU WILL HAVE 5-8 MINUTES FOR THE MEMBERS OF YOUR GROUP TO PRESENT THIS INFORMATION TO YOUR CLASS. PLAN FOR EACH OF YOUR GROUP MEMBERS TO PARTICIPATE.

HAND IN ALL MATERIALS.

- -

LEARNING CENTER 2-C
(CLOTHING)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: EACH GROUP MEMBER READ ONE OF THE TWO REFERENCE BOOKLETS PROVIDED IN YOUR LEARNING CENTER AND/OR LISTEN TO THE TAPE.

ACTIVITY #2: EACH GROUP MEMBER CHOOSE 2 OR 3 ARTICLES OF CLOTHING FROM THE SAMPLE GARMENTS IN YOUR LEARNING CENTER AND EACH WORK ALONE IN COMPLETING SHEET B--CARE LABELS IN GARMENTS; FOLLOWING THE INSTRUCTIONS AT THE TOP OF THE SHEET. WHEN ALL MEMBERS HAVE FINISHED, GO TO ACTIVITY #3.

2 2-C-c

ACTIVITY #3: USE THE GROUP TALLY SHEET C TO TALLY THE TOTAL CHECKS MADE ON THE INDIVIDUAL SHEETS B BY ALL OF YOUR GROUP MEMBERS. CHOOSE ONE PERSON TO MARK YOUR GROUP SHEET. FOLLOW THE DIRECTIONS WHICH ARE ATTACHED TO GROUP TALLY SHEET C.

ACTIVITY #4: USING THE RANKINGS FROM GROUP TALLY SHEET C, DISCUSS WITH YOUR GROUP WHICH KINDS OF CARE INSTRUCTIONS ARE MOST COMMONLY FOUND ON THE GARMENTS IN YOUR CENTER. WERE SOME INSTRUCTION ITEMS NOT FOUND ON ANY GARMENTS EXAMINED? LIST THESE BELOW.

ACTIVITY #5: ON YOUR INDIVIDUAL ACTIVITY SHEET B, PUT AN X IN FRONT OF THE INSTRUCTION ITEMS YOU WOULD MOST WANT TO FIND ON A SHIRT OR BLOUSE YOU WANTED TO BUY.

2

- -

2 2-C-c

ACTIVITY #6: YOUR GROUP WILL HAVE 5-8 MINUTES IN WHICH TO HELP YOUR CLASSMATES BECOME FAMILIAR WITH CARE LABELS PERMANENTLY ATTACHED TO CLOTHING.

WHEN YOUR TEACHER TELLS YOU IT IS YOUR GROUP'S TURN, SHOW YOUR CLASSMATES THE DIFFERENT PLACES WHERE THE CARE LABELS ARE FOUND ON SEVERAL DIFFERENT ITEMS OF CLOTHING. USE THE SAMPLE GARMENTS YOU USED FOR YOUR LEARNING CENTER ACTIVITY. CHOOSE GARMENTS THAT HAVE VERY DIFFERENT KINDS OF CARE RECOMMENDED AND READ TO THE CLASS THE RECOMMENDED CARE ON EACH LABEL. PLAN YOUR REPORT SO EVERY GROUP MEMBER KNOWS WHAT TO DO!

HAND IN ALL MATERIALS.

3

LEARNING CENTER 3-C
(CLOTHING)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: EACH GROUP MEMBER READ ONE OF THE TWO REFERENCE BOOKLETS PROVIDED IN YOUR LEARNING CENTER AND/OR LISTEN TO THE TAPE.

ACTIVITY #2: WITH THE OTHER MEMBERS OF YOUR GROUP, PLAY THE CARD GAME, FIBER RUMMY, AFTER READING THE RULE SHEET. THIS GAME HAS BEEN DESIGNED TO HELP YOU TO BECOME FAMILIAR WITH COMMON COMBINATIONS AND PERCENTAGES OF FIBERS IN FABRICS AND ON LABELS.

- -

2 3-C-c

ACTIVITY #3: YOUR GROUP WILL HAVE 5-8 MINUTES TO TEACH YOUR CLASSMATES WHAT THE LAW SAYS ABOUT INFORMATION THAT MUST BE PROVIDED ON FIBER CONTENT OF FABRIC AND CLOTHING. MAKE SOME ENLARGED LABELS TO SHOW YOUR CLASSMATES THAT PERCENTAGES OF ALL FIBERS USED IN A FABRIC MUST BE LISTED IN ORDER OF THE PREDOMINANCE. USE THE SHEETS AND MARKERS PROVIDED IN YOUR CENTER. IN MAKING YOUR LABELS TRY TO USE FIBER PERCENTAGES COMMONLY FOUND IN FABRICS (LIKE THOSE ON THE RUMMY CARD). YOU MAY WANT TO MAKE A BULLETIN BOARD TO DISPLAY YOUR LABELS TO YOUR CLASS FOR YOUR GROUP PRESENTATION.

HAND IN ALL MATERIALS.

2

LEARNING CENTER 4-C
(CLOTHING)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS: _____ _____

_____ _____

ACTIVITY #1: EACH GROUP MEMBER READ ONE OF THE TWO REFERENCE BOOKLETS PROVIDED IN YOUR LEARNING CENTER AND/OR LISTEN TO TAPE.

ACTIVITY #2: EXAMINE SAMPLE FABRIC CARE LABELS ON THE CARDS IN YOUR CENTER TO ANSWER THE QUESTIONS ON THE FOLLOWING PAGE. CHOOSE ONE MEMBER OF YOUR GROUP TO MARK THE ANSWERS.

- -

2 4-C-c

LABEL NUMBER

1. WHICH LABELS WARN THAT A HOT IRON SHOULD NOT BE USED ON THE FABRIC? _____
2. WHICH LABELS TELL YOU TO DRY CLEAN INSTEAD OF WASHING? _____
3. WHICH LABEL WARNS THAT THIS FABRIC SHOULD NOT BE DRY CLEANED? _____
4. WHICH LABEL WARNS THAT THE FABRIC SHOULD BE WASHED ALONE AND NOT WITH OTHER GARMENTS? _____
5. WHICH LABEL TELLS YOU THE FABRIC CAN BE WASHED IN THE MACHINE IF THE MACHINE IS SET FOR "DELICATE" OR "GENTLE"? _____
6. WHICH LABEL RECOMMENDS HAND WASHING OF THIS FABRIC? _____
7. WHICH LABEL SAYS THIS FABRIC SHOULD BE DRIED BY HANGING IT ON THE CLOTHESLINE? _____
8. WHICH LABELS RECOMMEND THAT THE FABRIC BE TUMBLED DRY IN A CLOTHES DRYER? _____
9. HOW MANY OF THESE LABELS SAY MACHINE WASH WARM? _____

2

2 4-C-c

ACTIVITY #3: USE THE SAME CARDS OF LABELS TO DISCUSS AND ANSWER QUESTIONS WITH YOUR GROUP:

WRITE BEST ANSWER BELOW

1. WHICH FABRIC WOULD COST MOST TO TAKE CARE OF?
2. WHICH WASHABLE FABRIC WOULD TAKE THE LEAST AMOUNT OF TIME AND EFFORT TO TAKE CARE OF?
3. WHICH FABRIC WOULD REQUIRE THE MOST EXPENSIVE AMOUNT OF HOME LAUNDRY EQUIPMENT?

   EXPLAIN WHY BELOW.

3

- -

2 4-C-c

ACTIVITY #4: YOUR GROUP WILL HAVE 10 MINUTES TO LEAD A GAME WHICH WILL HELP YOUR CLASSMATES TO BECOME FAMILIAR WITH FABRIC CARE LABELS. PLAN NOW TO GET READY FOR THE GAME.

WHEN YOUR TEACHER TELLS YOU IT IS TIME TO START THE GAME:

1. GIVE A SAMPLE FABRIC CARE LABEL FROM ENVELOPE A TO EACH MEMBER OF YOUR CLASS.
2. DIVIDE THE CLASS DOWN THE CENTER INTO 2 TEAMS OF EQUAL SIZE.
3. APPOINT ONE MEMBER OF YOUR GROUP TO KEEP SCORE ON THE BLACKBOARD.
4. YOUR OTHER GROUP MEMBERS WILL TAKE TURNS CALLING OUT SHORT ITEMS OF CARE INFORMATION (SUCH AS: "DRY CLEAN ONLY" OR "LINE DRY", ETC.) FROM THE CARD OF CARE LABELS YOU USED FOR YOUR GROUP ACTIVITIES. SKIP AROUND RANDOMLY FROM ONE LABEL TO ANOTHER IN CHOOSING WHICH ITEMS TO CALL OUT SO THAT EVERYONE WILL HAVE A FAIR CHANCE. (cont. next page)

4

ACTIVITY #4 (CONT.)

5. SCORE A POINT FOR A TEAM WHENEVER A MEMBER OF THAT TEAM IS THE FIRST IN THE CLASS TO FIND ON HER CARE LABEL THE PARTICULAR ITEM THAT HAS BEEN CALLED OUT.
6. TOTAL THE POINTS SCORED TO PICK THE WINNING TEAM.
7. GATHER UP THE LABELS AND RETURN THEM TO ENVELOPE A AT THE END OF THE CLASS PERIOD.

HAND IN ALL MATERIALS.

5

LEARNING CENTER C
(FOODS)
PLAN 1

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: WITH YOUR GROUP, STUDY THE POSTER IN YOUR CENTER THAT TELLS YOU WHAT INFORMATION THE LAW REQUIRES ON FOOD LABELS.

ACTIVITY #2: EACH GROUP MEMBER DRAW ONE LABEL OUT OF EACH --ENVELOPE #1 AND SACK #2. USING THE POSTER AS YOUR GUIDE, FIND ON YOUR TWO LABELS EACH OF THE FOUR THINGS THE LAW SAYS MUST BE ON THEM.

- -

ACTIVITY #3: WHEN ALL GROUP MEMBERS HAVE FOUND THE REQUIRED INFORMATION ON THEIR LABELS, HAVE ONE GROUP MEMBER READ ALOUD EACH POINT FROM THE POSTER. AS EACH POINT IS READ, GO AROUND YOUR GROUP AND HAVE EACH PERSON SHOW WHERE THAT PARTICULAR INFORMATION IS FOUND ON HIS OR HER TWO LABELS.

ACTIVITY #4: WITH YOUR GROUP, LIST BELOW ANY OTHER INFORMATION YOU FIND ON ANY OF YOUR LABELS THAT IS NOT REQUIRED BY LAW.

OTHER INFORMATION:

1 C-f

ACTIVITY #5: READ THE BOOKLET "MEAT INSPECTION LAW". YOU MAY WANT TO LISTEN TO THE CASSETTE TAPE AS YOU READ.

ACTIVITY #6: USE THE LABELS MARKED #7 AND #8 IN YOUR LEARNING CENTER TO ANSWER THESE QUESTIONS AS A GROUP--ONE MEMBER WRITE DOWN YOUR ANSWERS.

1. WHAT CONSUMER PROTECTION INFORMATION IS REQUIRED BY LAW TO BE GIVEN ON LABEL #7 THAT IS NOT GIVEN ON LABEL #8?

2. EXPLAIN WHY THIS INFORMATION IS NOT REQUIRED ON BOTH OF THESE LABELS.

3

- -

1 C-f

ACTIVITY #7: LOOK AT LABEL #9, WHICH IS A HANGTAG YOU MIGHT FIND ATTACHED TO THE WING OF CHICKEN OR OTHER POULTRY. USE LABEL #9 TO ANSWER THESE QUESTIONS WITH YOUR GROUP.

1. WHICH GOVERNMENT MARK OR SYMBOL ON THIS LABEL IS REQUIRED BY LAW? (UNDERLINE CORRECT ANSWER.)

   CIRCLE OR SHIELD

2. EXPLAIN WHAT THE CIRCLE MARK TELLS YOU?

3. EXPLAIN WHAT THE SHIELD MARK TELLS YOU?

4. WHAT OTHER KIND OF FOODS CAN YOU THINK OF THAT MIGHT HAVE A SIMILAR SHIELD MARK?

4

1 C-f

ACTIVITY #8: EACH GROUP MEMBER READ ONE OF THE TWO BOOKLETS ON NUTRITION LABELS. YOU MAY WANT TO PLAY THE CASSETTE TAPE AS YOU READ.

ACTIVITY #9: USE BOXES "1" AND "2" TO ANSWER THESE QUESTIONS AS A GROUP.

JOHN WANTS TO CHOOSE THE MORE NUTRITIOUS OF THESE TWO DESSERTS TO FIX FOR HIS FAMILY. HE NEEDS ANSWERS TO THESE QUESTIONS.

1. WHAT IS THE SIZE OF ONE SERVING OF #1? _____ CUP(S)

   WHAT IS THE SIZE OF ONE SERVING OF #2? _____ CUP(S)

   FIND A METAL MEASURING CUP THE SAME SIZE AS ONE SERVING OF 1 AND2. TURN IT UPSIDE DOWN ON A PLATE TO GET THE IDEA OF HOW BIG ONE STANDARD SIZE SERVING REALLY IS.

(CIRCLE ANSWER)

2. WHICH DESSERT WOULD HAVE MORE PROTEIN IN ONE SERVING? 1 or 2
3. WHICH DESSERT WOULD HAVE MORE VITAMIN C IN ONE SERVING? 1 or 2
4. WHICH WOULD HAVE MORE CALORIES IN 1 SERVING? 1 or 2 5

C-f

ACTIVITY #10: USE THE INFORMATION FROM LABELS 3 AND 4 PROVIDED IN YOUR LEARNING CENTER TO COMPLETE THIS ACTIVITY WITH YOUR GROUP.

JANE IS CHOOSING BETWEEN THESE TWO FOODS (3 & 4) TO PREPARE FOR LUNCH. HELP HER TO COMPARE THE NUTRITION INFORMATION ON THE LABELS BY ANSWERING THE QUESTIONS BELOW:

1. HOW MANY SERVINGS ARE THERE IN BOX "3"? _____
2. HOW MUCH FOOD FROM BOX "3" IS IN ONE SERVING AFTER IT IS PREPARED? _____CUP(S)
3. HOW MANY SERVINGS ARE THERE IN CAN "4"? _____
4. HOW MUCH FOOD FROM CAN "4" MAKES ONE SERVING _____CUP(S)
5. MEASURE OUT THE ABOVE AMOUNTS OF DRY MACARONI ON A PLATE SO THAT YOU CAN VISUALIZE HOW MUCH IS IN A STANDARD SERVING.

(continue questions on following page) 6

1 C-f

ACTIVITY #10: (CONTINUED)

6. WHICH CONTAINER GIVES NUTRITION INFORMATION FOR A BIGGER SERVING SIZE? 3 or 4
7. ONE SERVING OF "3" HAS _____ CALORIES: ONE SERVING OF "4" HAS _____ CALORIES. THEN WHICH FOOD HAS MORE CALORIES IN ONE SERVING? 3 or 4
8. ONE SERVING OF "3" HAS _____ GRAMS OF PROTEIN: ONE SERVING OF "4" HAS _____ GRAMS OF PROTEIN. THEN WHICH FOOD HAS MORE PROTEIN? 3 or 4
9. ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF VITAMIN A?_____% ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF VITAMIN A?_____% THEN WHICH FOOD IS A BETTER SOURCE OF VITAMIN A? 3 or 4
10. ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF CALCIUM?_____%: ONE SERVING OF "4" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF CALCIUM?_____%. THEN WHICH FOOD IS A BETTER SOURCE OF CALCIUM? 3 or 4
11. WHICH FOOD HAS MORE OF THE THREE VITAMINS, THIAMINE, NIACIN, AND RIBOFLAVIN? 3 or 4
12. AFTER LOOKING AT ALL OF THE ABOVE INFORMATION, WHICH OF THESE TWO MAIN DISH FOODS WOULD YOU RECOMMEND TO JANE AS THE MORE NUTRITIOUS? 3 or 4 7

LEARNING CENTER 1-C-f
(FOODS)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: WITH YOUR GROUP, STUDY THE POSTER IN YOUR CENTER THAT TELLS YOU WHAT INFORMATION THE LAW REQUIRES ON FOOD LABELS.

ACTIVITY #2: EACH GROUP MEMBER DRAW ONE LABEL OUT OF EACH --ENVELOPE #1 AND SACK #2, PROVIDED IN YOUR LEARNING CENTER. USING THE POSTER AS YOUR GUIDE FIND ON YOUR TWO LABELS EACH OF THE FOUR THINGS THE LAW SAYS MUST BE ON THEM.

ACTIVITY #3: WHEN ALL GROUP MEMBERS HAVE FOUND THE REQUIRED INFORMATION ON THEIR LABELS, HAVE ONE GROUP MEMBER READ ALOUD EACH POINT FROM THE POSTER. AS EACH POINT IS READ, GO AROUND YOUR GROUP AND HAVE EACH PERSON SHOW WHERE THAT PARTICULAR INFORMATION IS FOUND ON HIS OR HER TWO LABELS.

2 1-C-f

ACTIVITY #4: WITH YOUR GROUP LIST BELOW ANY OTHER INFORMATION YOU FIND ON ANY OF YOUR LABELS THAT IS NOT REQUIRED BY LAW.

ACTIVITY #5: WITH YOUR GROUP PLAN A SKIT TO PERFORM TOMORROW TO SHOW YOUR CLASSMATES WHAT THE LAW REQUIRES TO BE GIVEN ON FOOD LABELS. PLAN TO TAKE NO LONGER THAN 5-7 MINUTES TO PRESENT YOUR SKIT. SEE SKIT DIRECTIONS, NEXT PAGE.

2

- -

2 1-C-f

SKIT DIRECTIONS

YOU MAY BEGIN YOUR SKIT BY ACTING OUT THE FOLLOWING SITUATION:

BOB AND RON MEET BETTY AND MOLLY SHOPPING AT THE GROCERY STORE AND WALK ALONG WITH THE GIRLS AS THEY FINISH THEIR SHOPPING. RATHER IMPATIENTLY THE BOYS ASK THE GIRLS WHY THEY TAKE SO LONG TO LOOK AT THE CANS AND BOXES OF FOODS BEFORE MAKING THEIR CHOICES. BOB SAYS, "WHEN MY MOM SENDS ME TO THE STORE, I JUST GRAB THE CAN THAT HAS THE BEST LOOKING PICTURE. I CAN REALLY GET SHOPPING DONE FAST." CONTINUE WITH THIS CONVERSATION IN PLANNING WHAT EACH GROUP MEMBER WILL SAY IN YOUR SKIT. HAVE THE GIRLS EXPLAIN WHAT INFORMATION THEY GET FROM EXAMINING THE LABELS AND WHAT USE THAT INFORMATION MIGHT BE TO THEM. YOU MIGHT WANT TO BRING A FEW FOOD CONTAINERS OR LABELS TO CLASS TOMORROW TO USE IN YOUR SKIT. CHECK THE POSTER YOU STUDIED IN YOUR CENTER ACTIVITIES TO BE SURE YOU HAVE PLANNED TO INCLUDE ALL FOUR POINTS OF INFORMATION IN SOME WAY.

HAND IN ALL MATERIALS.

3

LEARNING CENTER 2-C-F
(FOODS)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: EACH GROUP MEMBER READ ONE OF THE TWO PAMPHLETS ON NUTRITION LABELS PROVIDED IN YOUR LEARNING CENTER. THERE IS A TAPE TO GO WITH ONE OF THE PAMPHLETS WHICH YOU MAY WANT TO PLAY ON A CASSETTE RECORDER AS YOU READ.

ACTIVITY #2: AS A GROUP, USING BOXES "1" AND "2", ANSWER THE QUESTIONS ON THE NEXT PAGE. CHOOSE ONE PERSON IN YOUR GROUP TO MARK THE ANSWERS. WHEN YOU HAVE FINISHED HAVE YOUR TEACHER CHECK YOUR ANSWERS.

- -

2 2-C-f

JOHN WANTS TO CHOOSE THE MORE NUTRITIOUS OF THESE TWO DESSERTS TO FIX FOR HIS FAMILY. HE NEEDS ANSWERS TO THESE QUESTIONS.

1. WHAT IS THE SIZE OF ONE SERVING OF #1? _____CUP(S)

   WHAT IS THE SIZE OF ONE SERVING OF #2? _____CUP(S)

   FIND A METAL MEASURING CUP THE SAME SIZE AS ONE SERVING OF 1 AND 2. TURN IT UPSIDE DOWN ON A PLATE TO GET THE IDEA OF HOW BIG ONE STANDARD SIZE SERVING REALLY IS.

   (CIRCLE ANSWERS)

2. WHICH DESSERT WOULD HAVE MORE PROTEIN IN ONE SERVING? 1 or 2

3. WHICH DESSERT WOULD HAVE MORE VITAMIN C IN ONE SERVING? 1 or 2

4. WHICH DESSERT WOULD HAVE MORE CALORIES IN ONE SERVING? 1 or 2

2

2 2-C-f

ACTIVITY #3: AS A GROUP USING THE INFORMATION FROM LABELS "3" AND "4" PROVIDED IN YOUR LEARNING CENTER COMPLETE THE ACTIVITY BELOW.

JANE IS CHOOSING BETWEEN THESE TWO FOODS (3 & 4) TO PREPARE FOR LUNCH. HELP HER TO COMPARE THE NUTRITION INFORMATION ON THE LABELS BY ANSWERING THE QUESTIONS BELOW:

1. HOW MANY SERVINGS ARE THERE IN BOX "3"?_____
2. HOW MUCH FOOD FROM BOX "3" IS IN ONE SERVING AFTER IT IS PREPARED? _____CUP(S)
3. HOW MANY SERVINGS ARE THERE IN CAN "4"?_____
4. HOW MUCH FOOD FROM CAN "4" MAKES ONE SERVING? _____CUP(S)
5. MEASURE OUT THE ABOVE AMOUNTS OF DRY MACARONI ON A PLATE SO THAT YOU CAN VISUALIZE HOW MUCH IS IN A STANDARD SERVING.
6. WHICH CONTAINER GIVES NUTRITION INFORMATION FOR A BIGGER SERVING SIZE? (CIRCLE ANSWERS) 3 or 4

3

- -

2 2-C-f

7. ONE SERVING OF "3" HAS _____ CALORIES: ONE SERVING OF "4" HAS _____ CALORIES. THEN WHICH FOOD HAS MORE CALORIES IN ONE SERVING? (Circle) 3 or 4
8. ONE SERVING OF "3" HAS _____ GRAMS OF PROTEIN: ONE SERVING OF "4" HAS _____ GRAMS OF PROTEIN. THEN WHICH FOOD HAS MORE PROTEIN? 3 or 4
9. ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF VITAMIN A?____% ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF VITAMIN A?____% THEN WHICH FOOD IS A BETTER SOURCE OF VITAMIN A? 3 or 4
10. ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF CALCIUM?____%: ONE SERVING OF "4" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF CALCIUM?____% THEN WHICH FOOD IS A BETTER SOURCE OF CALCIUM? 3 or 4
11. WHICH FOOD HAS MORE OF THE THREE B VITAMINS, THIAMINE, NIACIN, AND RIBOFLAVIN? 3 or 4
12. AFTER LOOKING AT ALL OF THE ABOVE INFORMATION, WHICH OF THESE TWO MAIN DISH FOODS WOULD YOU RECOMMEND TO JANE AS THE MORE NUTRITIOUS? 3 or 4

4

ACTIVITY #4: YOU WILL HAVE 8 MINUTES IN WHICH TO TEACH YOUR CLASSMATES WHAT YOU HAVE LEARNED ABOUT REQUIRED NUTRITION LABELING ON FOODS. USE THE TWO PAMPHLETS IN YOUR LEARNING CENTER TO DECIDE EXACTLY WHAT INFORMATION YOU WILL INCLUDE IN REPORTING TO YOUR CLASS. PLAN ON PAPER WHICH PART OF THIS INFORMATION EACH OF YOU WILL TELL YOUR CLASSMATES. SHOW YOUR PLAN TO YOUR TEACHER.

HAND IN ALL MATERIALS.

5

- -

LEARNING CENTER 3-C-f
(FOODS)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: EACH GROUP MEMBER READ ONE OF THE TWO PAMPHLETS ON NUTRITION LABELS PROVIDED IN YOUR LEARNING CENTER. THERE IS A TAPE TO GO WITH ONE OF THE PAMPHLETS WHICH YOU MAY WANT TO PLAY ON A CASSETTE RECORDER AS YOU READ.

ACTIVITY #2: AS A GROUP, USING BOXES "1" AND "2", ANSWER THE QUESTIONS ON THE NEXT PAGE. CHOOSE ONE PERSON IN YOUR GROUP TO MARK THE ANSWERS. WHEN YOU HAVE FINISHED HAVE YOUR TEACHER CHECK YOUR ANSWERS.

2 3-C-f

JOHN WANTS TO CHOOSE THE MORE NUTRITIOUS OF THESE TWO DESSERTS TO FIX FOR HIS FAMILY. HE NEEDS ANSWERS TO THESE QUESTIONS:

1. WHAT IS THE SIZE OF ONE SERVING OF #1? _____CUP(S)
   WHAT IS THE SIZE OF ONE SERVING OF #2? _____CUP(S)
   FIND A METAL MEASURING CUP THE SAME SIZE AS ONE SERVING OF 1 AND 2. TURN IT UPSIDE DOWN ON A PLATE TO GET THE IDEA OF HOW BIG ONE STANDARD SIZE SERVING REALLY IS.
2. WHICH DESSERT WOULD HAVE MORE PROTEIN IN ONE SERVING? (CIRCLE ANSWERS) 1 or 2
3. WHICH DESSERT WOULD HAVE MORE VITAMIN C IN ONE SERVING? 1 or 2
4. WHICH DESSERT WOULD HAVE MORE CALORIES IN ONE SERVING? 1 or 2

2

- -

2 3-C-f

ACTIVITY #3: AS A GROUP, USING THE INFORMATION FROM LABELS "3" AND "4" PROVIDED IN YOUR LEARNING CENTER COMPLETE THE ACTIVITY BELOW WITH YOUR GROUP.

JANE IS CHOOSING BETWEEN THESE TWO FOODS (3 & 4) TO PREPARE FOR LUNCH. HELP HER TO COMPARE THE NUTRITION INFORMATION ON THE LABELS BY ANSWERING THE QUESTIONS BELOW.

1. HOW MANY SERVINGS ARE THERE IN BOX "3"?_____
2. HOW MUCH FOOD FROM BOX "3" IS IN ONE SERVING AFTER IT IS PREPARED?_____CUP(S)
3. HOW MANY SERVINGS ARE THERE IN CAN "4"?_____
4. HOW MUCH FOOD FROM CAN "4" MAKES ONE SERVING?
   _____CUP(S)
5. MEASURE OUT THE ABOVE AMOUNTS OF DRY MACARONI ON A PLATE SO THAT YOU CAN VISUALIZE HOW MUCH IS IN A STANDARD SERVING.
6. WHICH CONTAINER GIVES NUTRITION INFORMATION FOR A BIGGER SERVING SIZE? (CIRCLE ANSWER) 3 or 4

(continued on next page)

4

2 3-C-f

7. ONE SERVING OF "3" HAS _____ CALORIES: ONE SERVING OF "4" HAS _____ CALORIES. THEN WHICH FOOD HAS MORE CALORIES IN ONE SERVING? (Circle) 3 or 4
8. ONE SERVING OF "3" HAS _____ GRAMS OF PROTEIN: ONE SERVING OF "4" HAS _____ GRAMS OF PROTEIN. THEN WHICH FOOD HAS MORE PROTEIN? 3 or 4
9. ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF VITAMIN A?_____% ONE SERVING OF "4" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF VITAMIN A?_____% THEN WHICH FOOD IS A BETTER SOURCE OF VITAMIN A? 3 or 4
10. ONE SERVING OF "3" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF CALCIUM?_____%: ONE SERVING OF "4" HAS HOW MUCH OF ONE DAY'S RECOMMENDED AMOUNT OF CALCIUM?_____% THEN WHICH FOOD IS A BETTER SOURCE OF CALCIUM? 3 or 4
11. WHICH FOOD HAS MORE OF THE THREE B VITAMINS, THIAMINE, NIACIN, AND RIBOFLAVIN? 3 or 4
12. AFTER LOOKING AT ALL OF THE ABOVE INFORMATION, WHICH OF THESE TWO MAIN DISH FOODS WOULD YOU RECOMMEND TO JANE AS THE MORE NUTRITIOUS? 3 or 4

4

- -

2 3-C-f

ACTIVITY #4: YOU WILL HAVE 8 MINUTES IN WHICH TO HELP THE REST OF YOUR CLASS BECOME FAMILIAR WITH THE NUTRITION INFORMATION GIVEN ON FOOD LABELS. PASS OUT TO YOUR CLASSMATES THE LABELS YOU USED IN YOUR GROUP ACTIVITIES. (TWO OR THREE STUDENTS MAY SHARE A LABEL.) EACH MEMBER OF YOUR GROUP THEN TAKES TURNS ASKING YOUR CLASSMATES TO LOOK FOR SOMETHING YOU HAVE LEARNED MUST BE ON A NUTRITION LABEL. PLAN NOW (ON PAPER) JUST WHAT FACTS EACH OF YOU WILL ASK YOUR CLASSMATES TO LOOK FOR.

HAND IN ALL MATERIALS.

5

LEARNING CENTER 4-C-f
(FOODS)
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS: _____ _____

_____ _____

ACTIVITY #1: READ THE BOOKLET, "MEAT INSPECTION LAW", THAT IS IN YOUR LEARNING CENTER. YOU MAY WANT TO LISTEN TO THE TAPE AS YOU READ.

ACTIVITY #2: WITH YOUR GROUP, COMPLETE ACTIVITY SHEETS C AND D ON THE NEXT TWO PAGES. CHOOSE ONE GROUP MEMBER TO WRITE YOUR ANSWERS ON EACH SHEET. WHEN YOU ARE FINISHED HAVE YOUR TEACHER CHECK YOUR ANSWERS.

- -

ACTIVITY SHEET C

USE THE TWO LABELS, #7 AND #8, IN YOUR LEARNING CENTER TO ANSWER THESE QUESTIONS AS A GROUP.

1. WHAT CONSUMER PROTECTION INFORMATION IS REQUIRED BY LAW TO BE GIVEN ON LABEL #7 THAT IS NOT GIVEN ON LABEL #8?

2. EXPLAIN WHY THIS INFORMATION IS NOT REQUIRED ON BOTH OF THESE LABELS.

2 4-C-f

ACTIVITY SHEET D

LOOK AT LABEL #9, WHICH IS A HANGTAG YOU MIGHT FIND ATTACHED TO THE WING OF CHICKEN OR OTHER POULTRY. USE LABEL #9 TO ANSWER THESE QUESTIONS WITH YOUR GROUP.

1. WHICH GOVERNMENT MARK OR SYMBOL ON THIS LABEL IS REQUIRED BY LAW? (UNDERLINE CORRECT ANSWER)

   CIRCLE OR SHIELD

2. EXPLAIN WHAT THE CIRCLE MARK TELLS YOU?

3. EXPLAIN WHAT THE SHIELD MARK TELLS YOU?

4. WHAT OTHER KIND OF FOODS CAN YOU THINK OF THAT MIGHT HAVE A SIMILAR SHIELD MARK?

3

- -

2 4-C-f

ACTIVITY #3: YOU WILL HAVE 5-8 MINUTES IN WHICH TO TEACH YOUR CLASSMATES ABOUT MEAT AND POULTRY INSPECTION.

DRAW OR TRACE BOTH THE CIRCLE INSPECTION MARK AND THE SHIELD MARK FROM YOUR BOOKLET ON POSTER PAPER TO SHOW YOUR CLASSMATES WHAT THESE MARKS LOOK LIKE. EXPLAIN TO THEM WHAT EACH SYMBOL MEANS, WHICH ONE IS REQUIRED BY LAW, AND WHY THEY MIGHT NOT BE FOUND ON ALL SMALL CUTS OF MEAT IN THE GROCERY STORE. DECIDE WHICH PART OF THE INFORMATION EACH GROUP MEMBER WILL PRESENT TO YOUR CLASS.

HAND IN ALL MATERIALS.

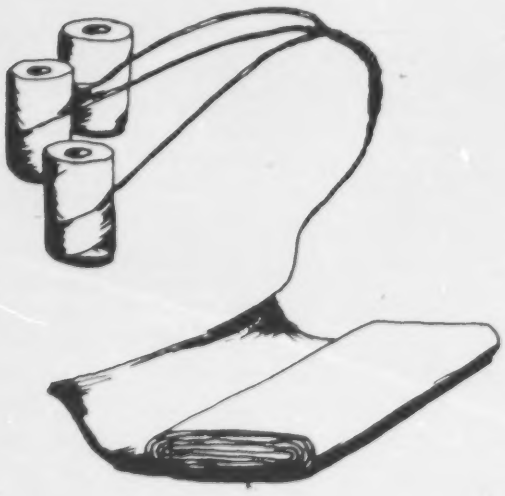
3

You have learned that law requires fiber content and care instruction information to be given with fabrics and garments.

A third thing the law requires on clothing labels is the name of the company that made the fabric or garment. Consumers often need this information.

Fabrics are made of yarns woven (or knit) together.

These yarns were made from smaller fibers twisted or spun together.



2

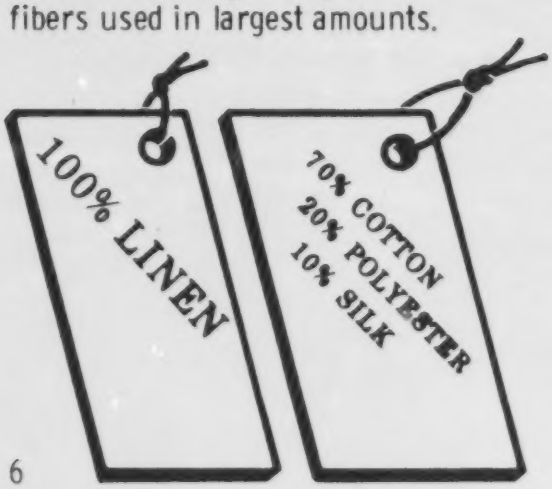
Fabrics made of different fibers need different care and laundering. To help you know the best way to take care of each fabric, the law says:

laundry or care instructions must be on labels sewn into clothing.

care instruction labels like these must be given to you when you buy fabrics for sewing:

7

To help you judge how a fabric will behave (or what "qualities" it will have) the law says each fiber used in a fabric must be listed on the label or bolt, beginning with fibers used in largest amounts.



6

Fabrics can be made of many different kinds of fibers. These different fibers will behave differently.

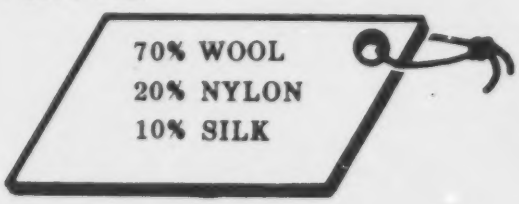
Some examples of what to expect of fibers:

1. Nylon is very strong.
2. Rayon and acetate are weak but cheap to buy.
3. Wool is very warm.
4. Cotton is cool to wear.
5. Polyester does not wrinkle.

3

Sometimes a fabric is made of just one kind of fiber like:

Often fabrics are mixtures or "blends" of two or more different fibers like:



Blended fabrics will behave like both fibers used in them. For example, "polyester" may be blended with cotton for a summer shirt.

Cotton alone would wrinkle. Polyester alone would be too hot.

#C - CLOTHING

NAME_____

B - CARE LABELS IN GARMENTS

CHOOSE 2 OR 3 GARMENTS FROM THOSE IN YOUR LEARNING CENTER. WRITE THE LETTER FROM THE GARMENTS YOU CHOSE ON THE TOP LINE OF THE CHECK SHEET. FIND THE PERMANENTLY ATTACHED CARE LABEL ON EACH GARMENT. CHECK (X) BELOW ALL THE TYPES OF CARE INSTRUCTIONS THAT ARE FOUND ON EACH OF YOUR GARMENT LABELS UNDER THE RIGHT LETTER.

CARE INSTRUCTIONS	GARMENT IDENTIFICATION LETTER		
	____	____	____
DO NOT DRY CLEAN	____	____	____
DO NOT USE CHLORINE BLEACH	____	____	____
WASH SEPARATELY	____	____	____
WASH BY HAND	____	____	____
WASH IN COLD WATER	____	____	____
WASH IN WARM WATER	____	____	____
IRON WITH COOL IRON	____	____	____
WASH IN WASHING MACHINE ON GENTLE OR DELICATE CYCLE	____	____	____
NEEDS NO IRONING	____	____	____
NEEDS LITTLE IRONING	____	____	____
LAY FLAT TO DRY	____	____	____
HANG TO DRIP DRY	____	____	____
TUMBLE DRY (IN DRYER)	____	____	____
REMOVE PROMPTLY (FROM DRYER)	____	____	____
CLEAN BY FURRIER METHODS ONLY	____	____	____
WIPE CLEAN WITH A DAMP CLOTH	____	____	____
DRY CLEAN ONLY	____	____	____
OTHER INSTRUCTIONS (LIST BELOW)	____	____	____

GROUP TALLY SHEET "C"

MEMBERS: _____ _____

_____ _____

GO ACROSS ONE L[illegible] ON ALL SHEETS AND ADD UP THE TOTAL NUMBER OF CHECKS BY EA[illegible]H CARE INSTRUCTION ITEM. WRITE THIS TOTAL NUMBER IN COLUMN I, "TOTAL", ON THE APPROPRIATE ITEM LINE. FOR EXAMPLE: IF A TOTAL COUNT OF 3 CHECKS WERE MADE ON ALL YOUR GROUP MEMBER'S INDIVIDUAL SHEETS B ON THE LINE FOLLOWING THE INSTRU[illegible]TION "WASH BY HAND", WRITE THE NUMBER "3" ON YOUR GROUP TAL[illegible] SHEET C IN COLUMN I.

WHEN YOU HAVE F[illegible]NISHED ADDING UP ALL OF THE CHECKS, IN COLUMN II, RANK E[illegible]H CARE INSTRUCTION ITEM IN ORDER OF TOTAL NUMBER OF CHECK[illegible] EACH RECEIVED, AS 1ST, 2ND, 3RD, ETC. THUS, NUMBER "1" SHOULD BE WRITTEN IN COLUMN II AFTER THE INSTRUCTION MOST [illegible]OFTEN FOUND ON THE GARMENTS YOUR GROUP EXAMINED, NUMBER "2" [illegible]Y THE INSTRUCTION CHECKED NEXT MOST OFTEN, ETC. UNTIL ALL CARE INSTRUCTION ITEMS RECEIVING ANY CHECKS HAVE BEEN RANKED.

CARE INSTRUCTIONS	COLUMN I TOTAL	COLUMN II RANK
DO NOT DRY CLEAN	____	____
DO NOT USE CHLORINE BLEACH	____	____
WASH SEPARATELY	____	____
WASH BY HAND	____	____
WASH IN COLD WATER	____	____
WASH IN WARM WATER	____	____
IRON WITH COOL IRON	____	____
WASH IN WASHING MACHINE ON GENTLE OR DELICATE CYCLE	____	____
NEEDS NO IRONING	____	____
NEEDS LITTLE IRONING	____	____
LAY FLAT TO DRY	____	____
HANG TO DRIP DRY	____	____
TUMBLE DRY (IN DRYER)	____	____
REMOVE PROMPTLY (FROM DRYER)	____	____
CLEAN BY FURRIER METHODS ONLY	____	____
WIPE CLEAN WITH A DAMP CLOTH	____	____
DRY CLEAN ONLY	____	____
OTHER INSTRUCTIONS (LIST BELOW)	____	____

"FIBER RUMMY" DIRECTIONS

Shuffle cards and deal 6 to each player (face down). Place remaining cards face down in center of table to be the drawing pile. Turn top card from pile face up beside the pile to start the "discard pile".

Each player tries to get rid of his cards by forming identical sets of 3 or 4 cards.

Player at dealer's left begins game by drawing the top card from either the drawing pile or the discard pile. If possible he then lays down one or more "sets" of cards face up in front of him. Next he discards one card on the discard pile. A player may draw and discard only one card at each turn, but he may lay down any number of "sets" or "hits" that he has.

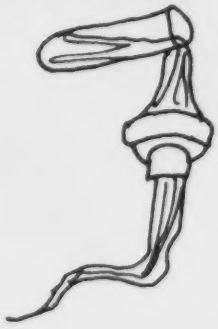
A "hit" is the 4th card of a set when only 3 cards in a set have been played. Any player, after drawing a card to begin his turn, may play a "hit" card on any set displayed on the table which was played by any of the players. If a player makes an error in playing either a set or a hit in which the cards are not identical in information given, any other player may call "error". The first player calling "error" on the set or hit played may then choose one card in his hand to give to the player who committed the error, AFTER the erring player has finished his turn.

The player who is first to use all the cards is the winner. If all the cards in the discard or draw piles are used before any player uses all the cards in his hand, then the game ends and the player with the fewest cards in his hand is the winner.

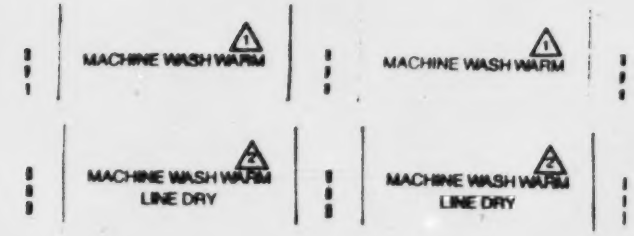
To Make A "Fiber Rummy" Deck:

1. Cut 44 pieces of heavy paper or cardboard 2" x 3".
2. Reproduce the page - Figures for "Fiber Rummy" 4 times.
3. Cut these 4 pages apart on the solid lines, and mount each oblong on one of the cardboard pieces.
4. You now have a "Fiber Rummy" deck containing 44 cards.
5. Duplicate a direction sheet for each deck.

FIGURES FOR "FIBER RUMMY"

85% WOOL 15% NYLON	90% WOOL 10% SILK	100% WOOL	100% SILK
80% LINEN 20% RAYON	88% NYLON 12% SPANDEX	100% COTTON	70% COTTON 30% DACRON POLYESTER
80% ACRYLIC 20% ACETATE	100% ARNEL TRIACETATE	100% NYLON	"FIBER RUMMY"
			

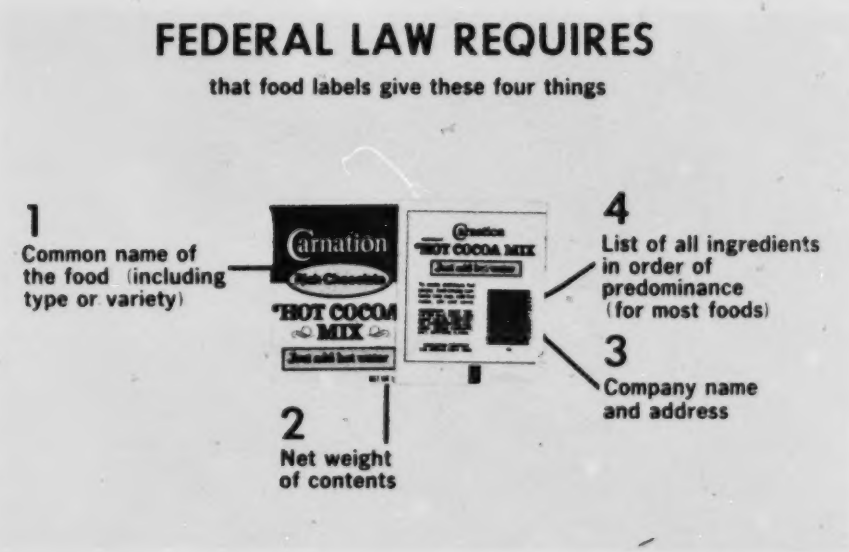
FABRIC CARE LABELS



3 MACHINE WASH WARM
Tumble Dry - Remove Promptly

3 MACHINE WASH WARM
Tumble Dry - Remove Promptly

POSTER - "INFORMATION REQUIRED ON FOOD LABELS"



NUTRITION LABELING

LAW NOW REQUIRES THAT NUTRITION FACTS BE ON LABELS FOR:

A - ALL FOODS THAT HAVE VITAMINS OR MINERALS ADDED.
B - ALL FOODS THAT CLAIM TO BE ESPECIALLY NUTRITIOUS.

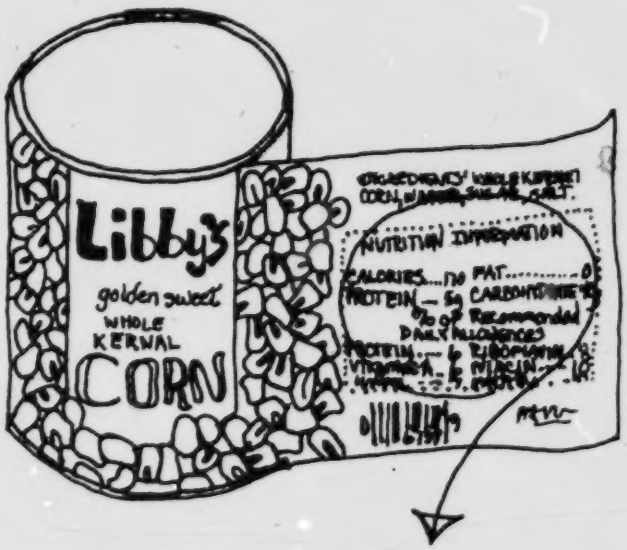
SOME COMPANIES PRINT NUTRITION AMOUNTS ON ALL FOOD LABELS, EVEN IF THEY ARE NOT REQUIRED.

IF THE LABEL SAYS:

"PROTEIN-20"

IT MEANS THAT ONE SERVICE OF THIS FOOD GIVES YOU ABOUT 20% OF THE PROTEIN YOUR BODY NEEDS EACH DAY. THE TOTAL DAILY NEED FOR ANY NUTRIENT FOR A DAY WOULD BE 100%.

LARGER NUMBERS MEAN MORE OF A NUTRIENT. FOR EXAMPLE, CANNED CARROTS WITH "VITAMIN A-60" ON THE LABEL HAVE MUCH MORE VITAMIN A THAN GREEN BEANS WITH "VITAMINE A-10" ON THE LABEL.



NUTRITION LABELING

On poultry you might find a hang-tag like this which gives both government marks.

INSPECTION MARK GRADE MARK

5

The large sections of the butchered animal are stamped with this mark to show they came from a clean inspected plant.

Not every small piece of meat you buy will have this mark on it, as the larger section of animal was stamped before it was cut into smaller steaks and roasts.

2

Any canned or processed food that contains even a little meat or poultry must show the inspection mark on the label.

Campbell's
CONDENSED
Beef Broth
(BOUILLON)
U.S. INSPECTED AND PASSED BY DEPARTMENT OF AGRICULTURE EST 4A
NET WT. 10½ OZ. (298 GRAMS) 9¼ FLUID OUNCES
INGREDIENTS: BEEF BROTH, YEAST EXTRACT AND HYDROLYZED VEGETABLE PROTEIN, SALT, MONOSODIUM GLUTAMATE, SUGAR, CARAMEL COLOR, FLAVORING AND CITRIC ACID
CAMPBELL SOUP COMPANY
CAMDEN, N.J., U.S.A. 08101

3

meat inspection law

One way our government protects consumers is by checking the cleanliness of the factories where meat and poultry is packed.

1

Do not confuse the circle inspection mark with this mark which might also be found on meat and poultry or on other kinds of foods.

This shield mark tells you the grade or quality of the food. It gives helpful information but is not required by law.

4

OBJECTIVE D

LEARNING CENTER D
PLAN 1

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: READ THE CARDS STANDING IN THE CENTER OF YOUR TABLE.

ACTIVITY #2: AS A GROUP LOOK AT THE ADS MARKED #1 IN YOUR LEARNING CENTER, AND SEE HOW MANY DIFFERENT KINDS OF FACTS YOU CAN FIND IN THESE ADS. EACH MEMBER NAME ONE FACT IN TURN. HAVE ONE MEMBER RECORD THE ANSWERS BELOW. FOR EXAMPLE: BRAND NAME.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

- -

1 D

ACTIVITY #3: PLACE A CHECK (X) BESIDE THE FIVE STATEMENTS BELOW THAT YOU CONSIDER MOST IMPORTANT IN A FACTUAL AD. DO THIS AS A GROUP.

_____ THE BRAND NAME IS PICTURED
_____ A COUPON IS GIVEN
_____ THE COST IS GIVEN
_____ WHEN A CONSUMER BUYS THIS PRODUCT HE GETS SOME OF IT FREE
_____ A RECIPE IS GIVEN
_____ THE SIZE OR WEIGHT OF THE PRODUCT IS GIVEN
_____ COLORS AVAILABLE (IF CLOTHING)
_____ YOU ARE TOLD WHERE YOU CAN BUY THE PRODUCT
_____ THE NAME OF THE PRODUCT IS GIVEN
_____ THE BUYER CAN COMPARE PRICES WITH OTHER STORES
_____ OTHERS:

AS A GROUP DISCUSS AND ANSWER ON THE BACK OF THIS SHEET--
WHY DID YOU CHOOSE THESE FIVE STATEMENTS?

2

1 D

ACTIVITY #4: STUDY THE SHEET MARKED #2. AS A GROUP DISCUSS THE DRAWINGS, AND DECIDE WHICH WORD AT THE BOTTOM OF THE PAGE BEST DESCRIBES EACH. WRITE THE WORD UNDER THE PICTURE.

3

---

1 D

ACTIVITY #5: AS A GROUP LOOK AT THE ADS MARKED #3. ANSWER THE FOLLOWING:

A. WHICH ADS MAKE AN EMOTIONAL APPEAL? A___ B___ C___

B. CHOOSE AN AD THAT MAKES AN EMOTIONAL APPEAL.
WRITE THE LETTER HERE. _____
LOOKING AT THIS AD, DISCUSS AS A GROUP AND BRIEFLY ANSWER THE FOLLOWING QUESTIONS: (ONE MEMBER OF THE GROUP RECORD YOUR ANSWER)

1. WHAT EMOTIONAL APPEAL IS USED? (MAY REFER TO SHEET #2 AND STANDING CARD)
2. HOW IS THE APPEAL MADE?
PICTURE_____ WORDS_____ BOTH_____
3. BRIEFLY EXPLAIN HOW THIS WAS DONE.

4

1 D

ACTIVITY #6: TAKE THE TWO SHEETS MARKED X AND O. USING THE PRODUCTS PICTURED MAKE EACH SHEET INTO AN AD--ONE USING AN EMOTIONAL APPEAL, THE OTHER WITH A FACTUAL AD. (IF THERE IS NO BRAND NAME SHOWN, FIRST DECIDE ON THE PRODUCT YOU WILL ADVERTISE. YOU MAY WRITE YOUR AD ON THE PICTURE SHEETS.)

- -

1 D

ACTIVITY #7: TAKE THE ADVERTISEMENTS MARKED #7 AND TURN FACE DOWN ON TABLE. HAVE ONE MEMBER OF THE GROUP READ ALOUD THE LIST OF WORDS ON THE ACTIVITY SHEET #1 ON THE FOLLOWING PAGE. TURN OVER ONE ADVERTISEMENT AT A TIME. GOING QUICKLY AROUND THE TABLE EACH MEMBER TELL THE GROUP THE FIRST THING YOU NOTICED ON THE AD. RECORD ALL ANSWERS ON ACTIVITY SHEET #1. CONTINUE UNTIL ALL ADS ARE TURNED OVER.

6

1 D

ACTIVITY SHEET #1

PLACE AN X BY EACH WORD AS IT IS NAMED:	ADVERTISEMENT: 1	2	3
COLOR	___	___	___
BRAND NAME	___	___	___
PEOPLE	___	___	___
PICTURE OF FOOD	___	___	___
NAME OF PRODUCT	___	___	___
WHERE SOLD	___	___	___
CLOTHES WORN	___	___	___
BACKGROUND	___	___	___
OTHER (LIST BELOW)	___	___	___

7

- -

1 D

ACTIVITY #8: USING ACTIVITY SHEET #1, AS A GROUP DISCUSS THE FOLLOWING QUESTIONS. HAVE ONE MEMBER WRITE YOUR ANSWERS UNDER THE QUESTION.

A. WHAT ITEM WAS NOTICED FIRST IN THE ADS BY MOST GROUP MEMBERS?

B. WHAT WAS SECOND?

C. WHY DID THESE TWO ITEMS CATCH YOUR ATTENTION?

D. WHY DO ADVERTISERS USE COLORFUL, ATTRACTIVE PICTURES IN ADS?

8

1 D

ACTIVITY #9: TAKE THE ADS MARKED #9. HAVE ONE OF YOUR GROUP MEMBERS READ ALOUD THE FOLLOWING INFORMATION:

MANY PRODUCTS OFFER A "CENTS-OFF" COUPON, HOPING THE CONSUMER WILL TRY THE PRODUCT. YOU WILL FIND COUPONS ON ADVERTISING OF "NEW" PRODUCTS JUST PUT OUT BY A COMPANY. THE COUPON IS A FACT--ANY GROCER WILL TAKE THE AMOUNT WRITTEN ON THE COUPON OFF OF THE PRICE OF THE PRODUCT WHEN YOU BUY IT.

LOOK AT THE ADS AND DISCUSS AS A GROUP THE FOLLOWING QUESTIONS. HAVE ONE MEMBER RECORD YOUR ANSWERS.

A. DO YOU OR YOUR MOTHER EVER USE COUPONS?

NO___ YES___ WHY?_____

B. WOULD YOU TRY A NEW PRODUCT YOU HAD NOT USED BEFORE IF YOU WERE GIVEN A "CENTS-OFF" COUPON? WHY OR WHY NOT?

_____

9

- -

1 D

C. DO THE COUPONS HAVE AN EXPIRATION DATE? NO___ YES___

WHAT DOES THIS DATE MEAN?_____

ACTIVITY #10: INCLUDED IN YOUR LEARNING CENTER IS A SHEET FOR EACH OF YOU, "LET'S ASK OTHERS". BEFORE CLASS TOMORROW EACH OF YOU ASK 3 PEOPLE (A TEACHER, A PARENT, A FRIEND) THE QUESTIONS ON THE SHEET AND RECORD THEIR ANSWERS. READ THESE NOW SO YOU WILL UNDERSTAND THE QUESTIONS. YOU MAY WISH TO ADD ANOTHER. IF YOU DO, ASK YOUR TEACHER TO O.K. THE ITEM BEFORE YOU ADD IT.

ACTIVITY #11: SUMMARIZE ALL THE REPLIES TO "LET'S ASK OTHERS" ON THE SUMMARY SHEET (NEXT PAGE).

10

1 D

LET'S ASK OTHERS - SUMMARY

NUMBER OF PEOPLE WHO USE COUPONS _____
NUMBER OF PEOPLE WHO DO NOT USE COUPONS _____
NUMBER WHO USE ALL COUPONS _____
NUMBER WHO USE SOME COUPONS _____
NUMBER WILLING TO TRY NEW PRODUCT _____
OTHER _____

ANSWER AS A GROUP: ARE "CENTS-OFF" COUPONS USEFUL TO ADVERTISERS?

WHY?

1.
2.
3.

HAND IN ALL MATERIALS.

11

- -

LEARNING CENTER 1-D
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS: _____ _____
_____ _____

ACTIVITY #1: READ THE DEFINITION CARDS IN THE CENTER OF THE TABLE. THEY WILL HELP YOU UNDERSTAND THE WORDS ATTRACTIVE, EMOTIONAL, AND FACTUAL WHEN USED IN ADVERTISING

2 1-D

ACTIVITY #2: AS A GROUP LOOK AT THE SET OF ADS MARKED #2. ON THE BOTTOM OF EACH AD IS A NUMBER. AS A GROUP LOOK AT EACH AD AND DECIDE IF IT IS MOSTLY FACTUAL, EMOTIONAL, OR ATTRACTIVE. CIRCLE THE WORD OR WORDS BELOW THAT BEST DESCRIBES EACH AD. MORE THAN ONE WORD MAY BE CIRCLED.

1. EMOTIONAL FACTUAL ATTRACTIVE
2. EMOTIONAL FACTUAL ATTRACTIVE
3. EMOTIONAL FACTUAL ATTRACTIVE
4. EMOTIONAL FACTUAL ATTRACTIVE
5. EMOTIONAL FACTUAL ATTRACTIVE

HAVE YOUR TEACHER CHECK YOUR ANSWERS!

2

- -

2 1-D

ACTIVITY #3: TAKE THE ADS MARKED #9. HAVE ONE OF YOUR GROUP MEMBERS READ ALOUD THE FOLLOWING INFORMATION:

> MANY PRODUCTS OFFER A "CENTS-OFF" COUPON, HOPING THE CONSUMER WILL TRY THE PRODUCT. YOU WILL FIND COUPONS ON ADVERTISING OF "NEW" PRODUCTS JUST PUT OUT BY A COMPANY. THE COUPON IS A FACT--ANY GROCER WILL TAKE THE AMOUNT WRITTEN ON THE COUPON OFF OF THE PRICE OF THE PRODUCT WHEN YOU BUY IT.

LOOK AT THE ADS AND DISCUSS AS A GROUP THE FOLLOWING QUESTIONS. HAVE ONE MEMBER RECORD YOUR ANSWERS.

A. DO YOU OR YOUR MOTHER EVER USE COUPONS?

NO___ YES___ WHY?_____

B. WOULD YOU TRY A NEW PRODUCT YOU HAD NOT USED BEFORE IF YOU WERE GIVEN A "CENTS-OFF" COUPON? WHY OR WHY NOT?

_____

3

2 1-D

C. DO THE COUPONS HAVE AN EXPIRATION DATE? NO___ YES___
WHAT DOES THIS DATE MEAN?_____

ACTIVITY #4: INCLUDED IN YOUR LEARNING CENTER IS A SHEET FOR EACH OF YOU, "LET'S ASK OTHERS". BEFORE CLASS TOMORROW EACH OF YOU ASK THREE PEOPLE (A TEACHER, A PARENT, A FRIEND) THE QUESTIONS ON THE SHEET AND RECORD THEIR ANSWERS. READ THESE NOW SO YOU WILL UNDERSTAND THE QUESTIONS. YOU MAY WISH TO ADD ANOTHER. IF YOU DO, ASK YOUR TEACHER TO O.K. THE ITEM BEFORE YOU ADD IT.

4

- -

2 1-D

ACTIVITY #5: SELECT <u>ONE</u> MEMBER OF YOUR GROUP TO PHONE THE MANAGER OF A SUPERMARKET IN YOUR TOWN. YOUR TEACHER IS PREPARED TO HELP YOU MAKE THE CALL.

TELL HIM: YOUR NAME
YOUR SCHOOL AND CLASS
WHY YOU WANT TO ASK THE QUESTIONS

ASK HIM:
1. ABOUT HOW MANY "CENTS-OFF" COUPONS DO CUSTOMERS USE IN YOUR STORE IN A WEEK OR MONTH?
2. WHAT DO YOU DO WITH THEM?
3. OTHER? WOULD YOUR GROUP LIKE TO ADD ANOTHER QUESTION?

5

2 1-D

ACTIVITY #6: IN CLASS TOMORROW YOU WILL HAVE 10 MINUTES TO SUMMARIZE ALL OF THE REPLIES TO "LET'S ASK OTHERS" ON THE SUMMARY SHEET, AND PREPARE A REPORT FOR THE REST OF YOUR CLASS.
BE SURE TO INCLUDE THE RESULTS OF YOUR POLL, THE QUESTIONS YOU DISCUSSED IN YOUR GROUP AND THE REPORT FROM THE GROCERY STORE.

HAND IN DIRECTION SHEETS TO THE TEACHER.

6

- -

2 1-D

LET'S ASK OTHERS - SUMMARY

NUMBER OF PEOPLE WHO USE COUPONS _____
NUMBER OF PEOPLE WHO DO NOT USE COUPONS _____
NUMBER WHO USE ALL COUPONS _____
NUMBER WHO USE SOME COUPONS _____
NUMBER WILLING TO TRY NEW PRODUCT _____
OTHER _____

ANSWER AS A GROUP: ARE "CENTS-OFF" COUPONS USEFUL TO ADVERTISERS?
WHY?
1.
2.
3.

7

LEARNING CENTER 2-D
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: READ THE CARDS STANDING IN THE CENTER OF YOUR TABLE.

ACTIVITY #2: AS A GROUP LOOK AT THE ADS MARKED #1 IN YOUR LEARNING CENTER, AND SEE HOW MANY DIFFERENT KINDS OF FACTS YOU CAN FIND IN THESE ADS. EACH MEMBER NAME ONE FACT IN TURN. HAVE ONE MEMBER RECORD THE ANSWERS BELOW. FOR EXAMPLE: BRAND NAME.

1. 6.
2. 7.
3. 8.
4. 9.
5. 10.

- -

2 2-D

ACTIVITY #3: PLACE A CHECK (X) BESIDE THE FIVE STATEMENTS BELOW THAT YOU CONSIDER MOST IMPORTANT IN A FACTUAL AD. DO THIS AS A GROUP.

_____ THE BRAND NAME IS PICTURED
_____ A COUPON IS GIVEN
_____ THE COST IS GIVEN
_____ WHEN A CONSUMER BUYS THIS PRODUCT HE GETS SOME OF IT FREE
_____ A RECIPE IS GIVEN
_____ THE SIZE OR WEIGHT OF THE PRODUCT IS GIVEN
_____ COLORS AVAILABLE (IF CLOTHING)
_____ YOU ARE TOLD WHERE YOU CAN BUY THE PRODUCT
_____ THE NAME OF THE PRODUCT IS GIVEN
_____ THE BUYER CAN COMPARE PRICES WITH OTHER STORES
_____ OTHERS:

AS A GROUP DISCUSS AND ANSWER ON THE BACK OF THIS SHEET: WHY DID YOU CHOOSE THESE FIVE STATEMENTS?

2

2

2-D

ACTIVITY #4: YOUR TEACHER HAS AVAILABLE SOME MAGAZINES AND NEWSPAPERS. AS A GROUP SEE IF YOU CAN IDENTIFY TWO FACTUAL ADS. CUT THEM OUT, MARK A AND B. JUST BELOW TELL WHY YOU BELIEVE THEY ARE FACTUAL ADS.

A.

B.

(HAND IN WITH YOUR ACTIVITY SHEET TOMORROW.)

ACTIVITY #5: YOUR SCHOOL CLUB HAS DECIDED TO HAVE A BAKE SALE TO RAISE SOME MONEY FOR A TRIP. MAKE A FACTUAL POSTER TO ADVERTISE THIS SALE, USING THE MATERIALS PROVIDED IN YOUR LEARNING CENTER. BE SURE TO INCLUDE ALL OF THE FACTUAL INFORMATION NEEDED TO TELL OTHERS ABOUT THE SALE: WHO--WHAT--WHEN--WHERE--WHY.

3

- -

2

2-D

ACTIVITY #6: NOW YOU ARE READY TO PLAN A REPORT FOR YOUR GROUP TO GIVE TO THE TOTAL CLASS. USING YOUR POSTER (AND THE OTHER ADS IF YOU WISH) EXPLAIN:

A. THE KINDS OF INFORMATION YOU MAY FIND IN FACTUAL ADVERTISING,

B. WHY A CONSUMER MAY READ THESE ADS AND BUY THE PRODUCT,

C. SHOW YOUR POSTER TO EXPLAIN.

YOU WILL HAVE 5-7 MINUTES TO PRESENT YOUR REPORT.

TURN IN THIS DIRECTION SHEET TO THE TEACHER, WITH THE ADS YOU FOUND IN THE NEWSPAPER AND YOUR POSTER.

HAND IN ALL MATERIALS.

4

LEARNING CENTER 3-D

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: READ THE CARDS STANDING IN YOUR LEARNING CENTER.

ACTIVITY #2: TAKE THE ADVERTISEMENTS MARKED #1. TURN FACE DOWN ON TABLE. HAVE ONE MEMBER OF THE GROUP READ ALOUD THE LIST OF WORDS ON THE ACTIVITY SHEET #1 ON THE FOLLOWING PAGE. TURN OVER ONE ADVERTISEMENT AT A TIME. GOING QUICKLY AROUND THE TABLE EACH MEMBER TELL THE GROUP THE FIRST THING YOU NOTICED ON THE AD. HAVE ONE MEMBER RECORD ALL ANSWERS ON ACTIVITY SHEET #1. CONTINUE UNTIL ALL ADS ARE TURNED OVER.

- -

2 3-D

ACTIVITY SHEET #1

PLACE AN X BY EACH WORD AS IT IS NAMED:	ADVERTISEMENT: 1	2	3
COLOR	___	___	___
BRAND NAME	___	___	___
PEOPLE	___	___	___
PICTURE OF FOOD	___	___	___
NAME OF PRODUCT	___	___	___
WHERE SOLD	___	___	___
CLOTHES WORN	___	___	___
BACKGROUND	___	___	___
OTHER (LIST BELOW)	___	___	___

2

2 3-D

ACTIVITY #3: USING ACTIVITY SHEET #1, AS A GROUP DISCUSS THE FOLLOWING QUESTIONS. HAVE ONE MEMBER WRITE YOUR ANSWERS UNDER THE QUESTION.

A. WHAT ITEM WAS NOTICED FIRST IN THE ADS BY MOST GROUP MEMBERS?

B. WHAT WAS SECOND?

C. WHY DID THESE TWO ITEMS CATCH YOUR ATTENTION?

D. WHY DO ADVERTISERS USE COLORFUL, ATTRACTIVE PICTURES IN ADS?

3

- -

2 3-D

ACTIVITY #4: NOW AS A GROUP LOOK AT THE TWO ADS MARKED A AND B. DISCUSS AND ANSWER:

A. WHICH AD WOULD YOU WANT TO READ FIRST?

B. WHY?

C. WHY DO ATTRACTIVE ADS SELL PRODUCTS?

4

2 3-D

ACTIVITY #5: TOMORROW AS A GROUP YOU WILL HAVE 5-7 MINUTES TO TELL YOUR WHOLE CLASS ABOUT ATTRACTIVE ADVERTISING. WHY NOT REPEAT THE FIRST PART OF ACTIVITY #1, HAVING ALL MEMBERS OF THE CLASS RESPOND, MARKING ALL OF THE RESPONSES ON THE BLACKBOARD. FROM THE MAGAZINES PROVIDED IN YOUR ROOM FIND TWO ATTRACTIVE ADVERTISEMENTS YOU WOULD LIKE TO USE TOMORROW. WHEN YOU HAVE SELECTED THESE, PLAN HOW YOUR GROUP WILL PRESENT THIS ACTIVITY TO THE WHOLE CLASS. ALSO DECIDE WHAT OTHER INFORMATION YOU DISCUSSED TODAY YOU BELIEVE YOU SHOULD SHARE WITH YOUR CLASS ABOUT ATTRACTIVE ADVERTISING.

AT THE END OF YOUR REPORT, HAND IN ALL MATERIALS.

5

- -

LEARNING CENTER 4-D
PLAN 2

GROUP DIRECTIONS AND ACTIVITIES

MEMBERS:_____ _____

_____ _____

ACTIVITY #1: READ THE CARDS STANDING IN THE CENTER OF YOUR LEARNING CENTER.

ACTIVITY #2: TAKE OUT THE SHEET MARKED #2. AS A GROUP DISCUSS THE DRAWINGS, AND DECIDE WHICH WORD AT THE BOTTOM OF THE PAGE BEST DESCRIBES EACH. WRITE THE WORD UNDER THE PICTURE.

2 4-D

ACTIVITY #3: AS A GROUP LOOK AT THE ADS MARKED #3. ANSWER THE FOLLOWING:

A. WHICH ADS MAKE AN EMOTIONAL APPEAL? A___ B___ C___

B. CHOOSE AN AD THAT MAKES AN EMOTIONAL APPEAL.
WRITE THE LETTER HERE. _____
LOOKING AT THIS AD, DISCUSS AS A GROUP AND BRIEFLY ANSWER THE FOLLOWING QUESTIONS: (ONE MEMBER OF THE GROUP RECORD YOUR ANSWER.)

1. WHAT EMOTIONAL APPEAL IS USED? (MAY REFER TO SHEET #2 AND STANDING CARD)
2. HOW IS THE APPEAL MADE?
PICTURE_____ WORDS_____ BOTH_____
3. BRIEFLY EXPLAIN HOW THIS WAS DONE.

2

- -

2 4-D

ACTIVITY #4: TAKE THE TWO SHEETS MARKED X AND O. USING THE PRODUCTS PICTURED MAKE EACH SHEET INTO AN AD--ONE USING AN EMOTIONAL APPEAL, THE OTHER WITH A FACTUAL AD. (IF THERE IS NO BRAND NAME SHOWN, FIRST DECIDE ON THE PRODUCT YOU WILL ADVERTISE. YOU MAY WRITE YOUR AD ON THE PICTURE SHEETS.)

3

2 4-D

ACTIVITY #5: FROM THE MAGAZINES PROVIDED BY YOUR TEACHER, SEE IF YOU, AS A GROUP, CAN FIND AN EXAMPLE OF ADVERTISEMENTS TO SHOW EACH TYPE OF EMOTIONAL APPEAL. USE THE SKETCHES ON THE EMOTIONAL ADVERTISING SHEET #2 YOU LOOKED AT EARLIER AS A GUIDE. LABEL EACH EXAMPLE THAT YOU FIND.

4

- -

2 4-D

ACTIVITY #5: USING THE ADS YOU HAVE CREATED, THE ADS YOU FOUND, AND ANY OF THE OTHER MATERIALS IN YOUR LEARNING CENTER, PLAN A REPORT TO TELL THE REST OF YOUR CLASS ABOUT EMOTIONAL APPEALS IN ADVERTISING. INCLUDE:

THE INFORMATION ON THE CARD ON YOUR TABLE,

THE SHEET MARKED #2, AND EXAMPLES,

THE ADS YOU CREATED AND ANY OF THE OTHER MATERIALS IN THE CENTER.

YOU WILL HAVE 5-7 MINUTES FOR YOUR REPORT.

HAND IN ALL MATERIALS.

5

ATTRACTIVE

AN AD THAT IS ATTRACTIVE IS ONE THAT LOOKS PRETTY OR NICE ENOUGH THAT YOU WANT TO BUY THE ITEM. WHEN AN AD IS PLEASANT TO LOOK AT IT IS AN ATTRACTIVE AD.

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A FACTUAL AD IS ONE THAT TELLS YOU MOSTLY TRUE THINGS ABOUT A PRODUCT. IT ALSO TELLS YOU ENOUGH TRUE THINGS THAT YOU ARE THEN ABLE TO DECIDE IF THE PRODUCT IS ONE WHICH YOU MIGHT BUY.

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EMOTIONAL

AN ADVERTISEMENT MAY TRY TO MAKE YOU FEEL THAT IF YOU USE THE PRODUCT YOU WILL BE HAPPY OR HEALTHY OR PRETTY OR POPULAR OR LIKE ALL YOUR FRIENDS OR SUCCESSFUL. THE AD HAS APPEALED TO YOUR EMOTIONS. THIS APPEAL MAY BE MADE THROUGH THE USE OF WORDS OR PICTURES IN THE AD.

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D

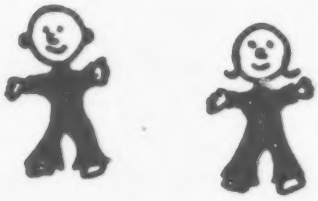
LET'S ASK OTHERS

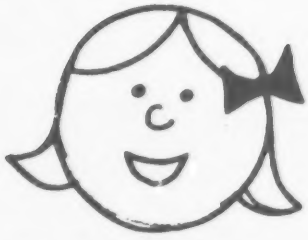
QUESTIONS:	1	2	3
1. DO YOU CUT "CENTS-OFF" COUPONS OUT OF MAGAZINES AND NEWSPAPERS?	YES NO	YES NO	YES NO
2. IF YOU ANSWERED YES TO NO. 1, DO YOU USE <u>ALL</u> COUPONS?	USE ALL	USE ALL	USE ALL
OR DO YOU USE COUPONS ONLY FOR PRODUCTS YOU KNOW?	USE SOME	USE SOME	USE SOME
3. ARE YOU <u>MORE</u> WILLING TO TRY A <u>NEW</u> PRODUCT IF YOU HAVE A COUPON?	YES NO	YES NO	YES NO

#2

EMOTIONAL ADVERTISING

WRITE UNDER EACH DRAWING THE WORD FROM THE LIST AT THE BOTTOM OF THE PAGE THAT BEST DESCRIBES THE FEELING IN THE PICTURE.





HAPPY
SUCCESSFUL
PRETTY
POPULAR
HEALTHY
BEING LIKE YOUR FRIENDS

TEACHING MODULE - PART 4

Materials for the Teacher

(Plan 1,2)

Student Introduction to Learning Centers: Suggested Information

Your class is being divided into small groups of four or five students and each group will be assigned to one learning center. In the learning centers there are instructions for planned activities that will help you learn more about different kinds of consumer information. Some activities will be completed by your group working together and some will be done by each student working alone within the group. There are direction sheets or cards in each center which tell you how to do each activity and the order to follow. When your groups enter the center to begin the activities, you should first locate the Group Directions packet. You may ask the teacher for assistance if you have a question about what you are to do. Each center contains all of the materials necessary to complete the activities.

If you finish an individual task earlier than other members of your group, perhaps you can offer to assist someone else.

SUGGESTED DESCRIPTIONS - TEACHER CONCEPTS

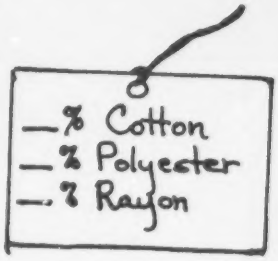
CONSUMER	anyone who uses goods and services, thus everyone is a consumer.
CONSUMER INFORMATION	any information that helps one to more effectively fulfill a consumer role.
CURRENT CONSUMER INFORMATION	the most recent information one may find to use in the role of a consumer; example, newspaper ads.
SOURCES OF CONSUMER INFORMATION	labels, hangtags, user pamphlets, packagings, newspapers, magazines, publications of government businesses, and testing organizations are all places where one may obtain consumer information.
USER PMAPHLETS	a booklet or hangtag found with a product or provided by a product manufacturer which informs the consumer of the proper and most beneficial way to use the product.
RELIABLE	something you can count on to be true, factual, and unbiased.
TRUE-UNBIASED	information based on facts which can be proven.
BIASED	an opinion that is stated as though it is absolutely true and factual.
LABELS	for purposes of establishing legislation on labeling, labels are interpreted to mean any printed information given with products on labels, hangtags, packages, containers, wrappings, fabric bolts, printed or pasted on the product, or woven into the fabric.
POULTRY	any birds used for food (chicken, turkey, geese, ducks, etc.).
FORTIFIED FOODS	those enriched with vitamins, minerals, or proteins.
SPECIAL NUTRITIONAL CLAIMS	claims (usually in product advertising) that a product is more nutritious than a similar product or is an especially healthy food.

INGREDIENTS	the foods in a recipe or anything (food, spices, chemicals) that enters into a processed food product.
MEAT AND POULTRY PRODUCTS	foods which contain even very small amounts of meat or poultry, or are made from meat or poultry, (i.e., soups with meat or poultry in the name on the label, canned or frozen pasta main dishes, frozen pizza, etc.).
FEDERAL LAWS	laws passed by the federal government which regulate the labeling of consumer products.
PERCENTAGE	clothing: based upon 100 parts, the amount of a specific fiber contained in a fabric (ex.: 80% cotton/20% dacron or 80 parts cotton/ 20 parts dacron). food: the amount of specific nutrients contained in a food product in relation to the recommended daily allowance established by the federal government.
EMOTIONAL APPEALS	one method an advertisement may use to convince a person to buy a product; through the use of words and pictures the ad may suggest the consumer would feel prettier, healthier, happier, more popular or successful, or like all of his friends if the product is used.
PICTURING ATTRACTIVELY	an ad which is pleasant and appealing to look at (use of color and pictures), and the attractiveness is used to persuade a consumer to stop and read the advertisement.
EXPIRATION DATE	printed on the label of food products the date indicates the manufacturers' suggested time limit for the sale of the product; it does not mean the product necessarily becomes worthless after this date. On a "cents-off" coupon it indicates the final date the coupon may be used.

CONSUMER INFORMATION QUIZ

READ EACH OF THE FOLLOWING QUESTIONS. CIRCLE THE LETTER OF THE BEST ANSWER FOR EACH QUESTION.

1. If a coat label lists these fibers



   which fiber is found in the largest amount in the fabric?

   A. Polyester

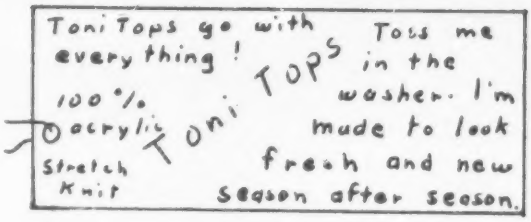
   B. Cotton

   C. Rayon

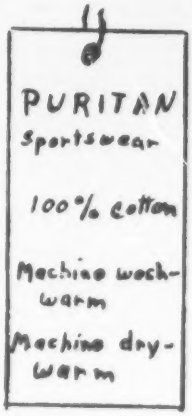
2. Which of the following items is the most reliable source of consumer information?

A

B



C



3. When buying a fabric for home sewing, the law says you must be able to get information on:

   A. How to wash or take care of the fabric.

   B. Amount of shrinkage to be expected.

   C. Facts about the quality of the fibers used in this fabric.

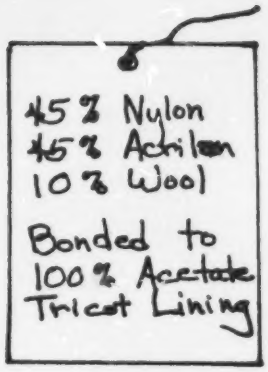
(2)

4. This coat label, giving fiber information, tells you that:

   A. Acetate fibers are blended with the other fibers in this fabric

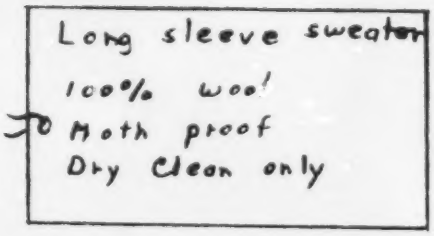
   B. There is more nylon than Acrilan in this fabric

   C. There is more Acrilan than wool in this fabric

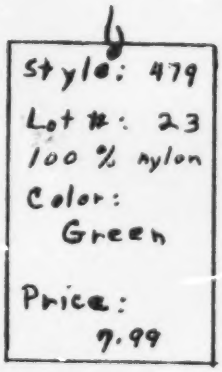


5. Which hangtag has the most information which is useful to the consumer?

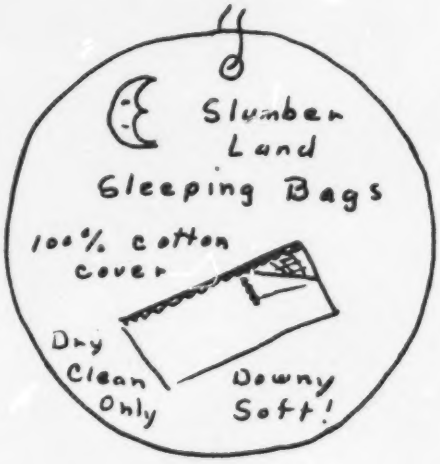
A



B



C



6. Which information below does the law say must be on permanent labels sewn into clothing?

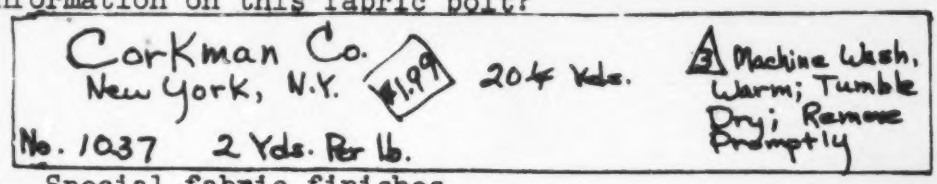
   A. Standard size

   B. Fibers used in the fabric

   C. Instructions for laundry and care

(3)

7. What information required by law is missing from the information on this fabric bolt?



A. Special fabric finishes

B. Fabric width

C. Percent of each fiber

IN COLUMN I IS A LIST OF THE KINDS OF CONSUMER INFORMATION YOU MIGHT NEED TO FIND. IN COLUMN II IS A LIST OF SOURCES OR PLACES WHERE YOU MIGHT GET CONSUMER INFORMATION.

ON THE LINE IN FRONT OF EACH NUMBER IN COLUMN I, WRITE THE LETTER FROM COLUMN II OF THE BEST PLACE TO GET EACH KIND OF INFORMATION.

COLUMN I	COLUMN II
____1. Fibers in a T-shirt fabric	A. Consumer groups that test products
____2. Styles of clothing available in the stores in your town	B. Extension publications
____3. How to remake out-of-style clothing	C. Newspaper ads
____4. Comparison of the quality and performance of two irons, Brand X and Y.	D. Product labels
	E. User pamphlets

THE STATEMENTS BELOW ARE FROM MAGAZINES ADS. READ EACH ONE, AND MARK THE <u>BIASED</u> ADS "B" AND THE <u>UNBIASED</u> ADS "U".

____1. Velcro--"the world's easiest, most versatile fastener".

____2. "Yellow Canvas Wrapcoat is treated to be water resistant by Jane Charney for Drizzle, 4-16, $95."

____3. Connie--The "I have to have it 'cause it goes with everything shoe'".

(4)

READ THE FIVE ADS AT THE FRONT OF THE ROOM. DECIDE IF THE AD IS TRYING TO SELL THE PRODUCT BY USING:

A. Attractiveness appeal
B. Emotional appeal
C. Factual appeal

CIRCLE THE LETTER OF THE APPEAL USED.

AD 1	A	B	C
AD 2	A	B	C
AD 3	A	B	C
AD 4	A	B	C
AD 5	A	B	C

NOTE: For this test item the teacher mounts five advertisements and places them on a convenient blackboard or bulletin board at the front of the room. The ads should illustrate the three types of appeals listed at the top of this page.

CONSUMER INFORMATION QUIZ

READ EACH OF THE FOLLOWING QUESTIONS. CIRCLE THE LETTER OF THE BEST ANSWER FOR EACH QUESTION.

1. If the label lists the ingredients in a can of beef stew as "water, beef, potatoes, carrots, and caramel coloring", which ingredient is contained in the largest amount?

   A. Beef

   B. Water

   C. Caramel coloring

2. Which of the following items is the most reliable source of consumer information?

A

B

C

3. When buying cereal advertised as "fortified" or "especially nutritious", the law says you must be provided with information on:

   A. The amount of protein and calories in the food

   B. Directions for preparing or serving the food

   C. The quality grade of the food

(2)

4. The nutrition information from this food label tells you that one serving of this food:

PROTEIN	35	RIBOFLAVIN	15
VITAMIN A	35	NIACIN	25
VITAMIN C (ASCORBIC ACID)	10	CALCIUM	*
THIAMIN (VITAMIN B_1)	15	IRON	25
		VITAMIN B_6	*

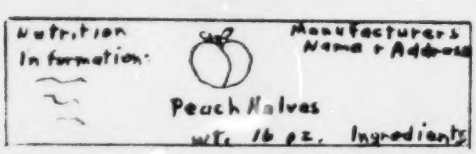
   A. Has all the calcium normally needed in one day

   B. Is a better source of protein than Vitamin A

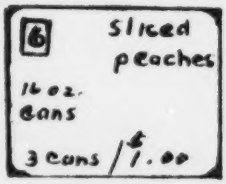
   C. Is a better source of Vitamin A than Vitamin C

5. Which item has the most information which is useful to the consumer?

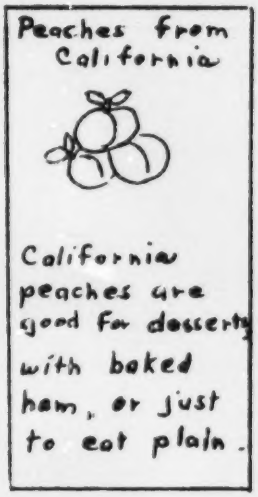
A



B



C



6. Which information below does the law say must be on the label of a frozen food that contains meat?

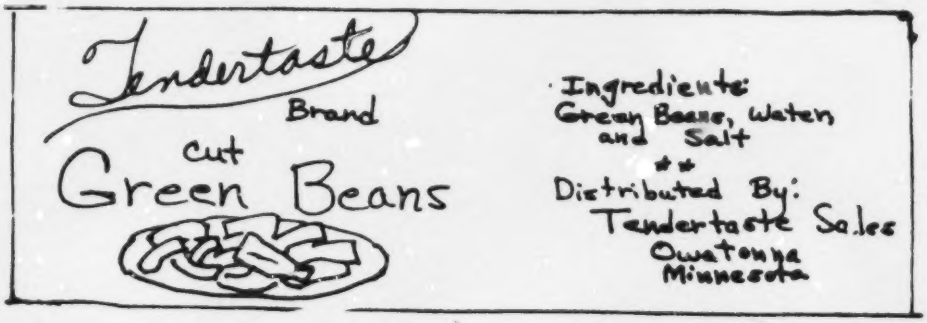
   A. The date after which the food should no longer be used

   B. U.S. shield or mark giving the quality grade

   C. U.S. inspection mark symbol or circle

(3)

7. What information required by law is missing from this label?



A. Nutrition information

B. Preparation directions

C. Weight of the food

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ON THE LINE IN FRONT OF EACH NUMBER IN COLUMN I, WRITE THE LETTER FROM COLUMN II OF THE BEST PLACE TO GET EACH KIND OF INFORMATION.

COLUMN I	COLUMN II
____1. Ingredients in a frozen pizza	A. Consumer groups that test products
____2. Which fresh vegetables are available in the grocery stores in your town	B. Extension Publications
____3. How to use leftover foods	C. Newspaper ads
____4. Comparison of the nutritional value of bread, Brand "X" and "Y"	D. Product labels
	E. User pamphlets

THE STATEMENTS BELOW ARE FROM MAGAZINE ADS. READ EACH ONE, AND MARK THE <u>BIASED</u> ADS "B" AND THE <u>UNBIASED</u> ADS "U".

____1. Macaroni and Cheddar--"the tastiest cheddar sauce that ever came out of a package".

____2. "Pineapple packed in its own juice. No sugar added. At Dole, sweetness comes naturally."

____3. "Make any meatloaf taste even better" with A-1 steak sauce.

(4)

READ THE FIVE ADS AT THE FRONT OF THE ROOM. DECIDE IF THE AD IS TRYING TO SELL THE PRODUCT BY USING:

A. Attractiveness appeal

B. Emotional appeal

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CIRCLE THE LETTER OF THE APPEAL USED.

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ANSWER KEY FOR TESTS

Either form:

1. B
2. C
3. A
4. C
5. A
6. C
7. C

- - - - - - - -

1. D
2. C
3. B-E (foods) B (clothing)
4. A

- - - - - - - -

1. B
2. U
3. B

- - - - - - - -

Teacher key own choice

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